

UTD
Summative
Evaluation
Preparation

Preparing to discuss Highly Effective vs. Effective ratings with the assessor during the Summative Performance Evaluation Meeting for standards two through seven

UTD generated voluntary form for use by **UTD members only.**



KNOWLEDGE OF LEARNERS

For each of the Performance Standards, review the sample performance indicators. Reflect over your practice and determine if you meet that criterion. During the Summative Evaluation meeting be prepared to discuss how your practice meets each of the performance indicators that you have checked below.

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..

Highly Effective	Effective
The professional's work is exceptional, in addition to meeting the standard ... The instructional support professional consistently addresses the needs of the target learning community in a highly effective manner.	The description is the actual performance standard.

SAMPLE PERFORMANCE INDICATORS of instructional support work may include, but are not limited to:

- 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

Description of Practice



PROGRAM MANAGEMENT

For each of the Performance Standards, review the sample performance indicators. Reflect over your practice and determine if you meet that criterion. During the Summative Evaluation meeting be prepared to discuss how your practice meets each of the performance indicators that you have checked below.

3: PROGRAM MANAGEMENT

The instructional support professional plans, organizes, promotes, and manages programs and/or services to meet the diverse needs of all learners.

Highly Effective	Effective
The professional's work is exceptional, in addition to meeting the standard ... The instructional support professional consistently monitors, evaluates, modifies and/or designs programs/services that impact learners.	The description is the actual performance standard.

SAMPLE PERFORMANCE INDICATORS of instructional support work may include, but are not limited to:

- 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

PROGRAM MANAGEMENT NARRATIVE

Description of Practice

PROGRAM DELIVERY

For each of the Performance Standards, review the sample performance indicators. Reflect over your practice and determine if you meet that criterion. During the Summative Evaluation meeting be prepared to discuss how your practice meets each of the performance indicators that you have checked below.

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.

Highly Effective	Effective
The professional's work is exceptional, in addition to meeting the standard ... The instructional support professional consistently demonstrates a high level of performance and utilizes best practices in the delivery of services.	The description is the actual performance standard.

SAMPLE PERFORMANCE INDICATORS of instructional support work may include, but are not limited to:

- 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

Description of Practice



ASSESSMENT

For each of the Performance Standards, review the sample performance indicators. Reflect over your practice and determine if you meet that criterion. During the Summative Evaluation meeting be prepared to discuss how your practice meets each of the performance indicators that you have checked below.

5: ASSESSMENT

The instructional support 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.

Highly Effective	Effective
The professional's work is exceptional, in addition to meeting the standard ... The instructional support professional consistently demonstrates expertise in monitoring current data to benefit learner/program outcomes and/or supports colleagues in understanding and using data.	The description is the actual performance standard.

SAMPLE PERFORMANCE INDICATORS of instructional support work may include, but are not limited to:

- 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

Description of Practice

COMMUNICATION

For each of the Performance Standards, review the sample performance indicators. Reflect over your practice and determine if you meet that criterion. During the Summative Evaluation meeting be prepared to discuss how your practice meets each of the performance indicators that you have checked below.

6: COMMUNICATION

The instructional support professional communicates effectively with learners, their parents or families, staff, and other members of the learning community.

Highly Effective	Effective
The professional's work is exceptional, in addition to meeting the standard ... The instructional support professional uses a variety of communication to inform, network, and/or respond to students, and other stakeholders in a highly effective manner.	The description is the actual performance standard.

SAMPLE PERFORMANCE INDICATORS of instructional support work may include, but are not limited to:

- 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

Description of Practice



PROFESSIONALISM

For each of the Performance Standards, review the sample performance indicators. Reflect over your practice and determine if you meet that criterion. During the Summative Evaluation meeting be prepared to discuss how your practice meets each of the performance indicators that you have checked below.

7: PROFESSIONALISM

The instructional support professional demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.

Highly Effective	Effective
The professional's work is exceptional, in addition to meeting the standard ... The instructional support professional 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 description is the actual performance standard.

SAMPLE PERFORMANCE INDICATORS of instructional support work may include, but are not limited to:

- Follows all applicable legal and procedural requirements (Family Educational Rights and Privacy Act (FERPA), Code of Ethics, State Statutes and Board Rules, 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
- 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
- Mentors, trains, or supports other staff
- Maintains accurate records



Description of Practice

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