

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 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.

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

Common INDICATORS of student services professional work may include, but are not limited to:

- ❑ 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

Position-Specific Sample Indicators, but are not limited to:

Career Specialist and Counselor

- ❑ Demonstrates an understanding of the concepts and strategies that lead to attitudes, knowledge, and interpersonal skills that help learners understand and respect themselves and others

KNOWLEDGE OF LEARNERS NARRATIVE

Speech/Language Pathologist

- ❑ Differentiates service delivery based on information regarding the native language and ESOL levels of learners referred for services
- ❑ Participates in and contributes to the Child Study Team, School Support Team, eligibility and determination meetings, and the Individualized Education Plan (IEP) process

School Psychologist and Staffing Specialist

- ❑ Demonstrates awareness of the academic and behavioral functioning levels of schools, classrooms, and identified learners

School Social Worker

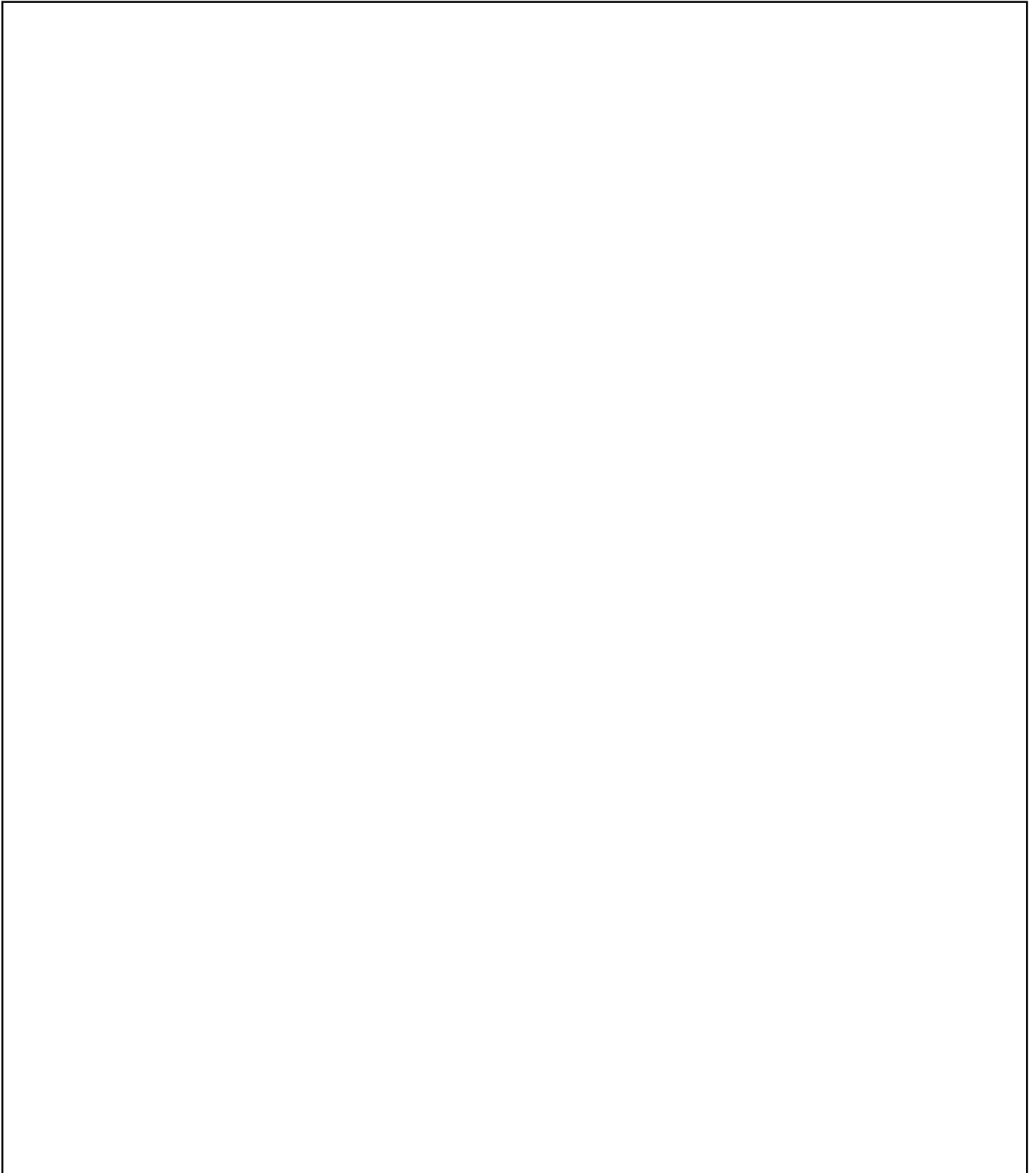
- ❑ Demonstrates knowledge of theories, techniques, and instruments used for sociocultural and adaptive behavior assessment
- ❑ Involves parents to identify and address socio-cultural factors impacting achievement

Trust Specialist

- ❑ Demonstrates an understanding of the concepts and strategies that lead to the professional's development of attitudes, knowledge, and interpersonal skills that help learners understand and respect themselves and others
- ❑ Demonstrates knowledge of current trends in violence prevention and intervention strategies, theories, and practices in preventing illegal drug use and violent behavior among youth
- ❑ Uses knowledge base for assisting learners and their parent(s)/guardian(s) in obtaining proper information for outside agency services

Description of Practice

KNOWLEDGE OF LEARNERS NARRATIVE



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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 student services professional plans, organizes, 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 student services professional consistently monitors, evaluates, modifies, and/or designs program/services that impact learners.	The description is the actual performance standard.

Common INDICATORS of student services professional work may include, but are not limited to:

- Follows local, state, and federal regulations, policies, guidelines, and procedures in providing services
- Demonstrates current knowledge of 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

Position-Specific Sample Indicators, but are not limited to:

Career Specialist

- Plans and implements a balanced, comprehensive program that includes guidance curriculum, career development, responsive services, and individual planning

PROGRAM MANAGEMENT NARRATIVE

School Psychologist and Social Worker

- ❑ Collaborates with school leadership to address learners' social/emotional, behavioral, academic, and health concerns

Counselor and TRUST Specialist

- ❑ Plans and implements a balanced, comprehensive program that includes guidance curriculum, responsive services, individual planning, and system support components.

Staffing Specialist

- ❑ Reviews class size/units, FTE reports and makes recommendations to regional center instructional supervisor for Special Education (SPED)

Description of Practice

PROGRAM MANAGEMENT NARRATIVE



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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 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.

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

Common INDICATORS of student services professional work may include, but are not limited to:

- 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

PROGRAM DELIVERY

Position-Specific Sample Indicators, but are not limited to:

Career Specialist

- ❑ Presents information and services using varied strategies to meet learner needs and diversity
- ❑ Develops, organizes, and implements the curriculum around the person/social, career, and academic domains and their goals (e.g., conflict resolution, anger management, drop-out prevention, career awareness, planning)

Counselor and TRUST Specialist

- ❑ Presents information and services using varied strategies to meet learner needs and diversity
- ❑ Conducts structured group lessons to deliver the guidance curriculum effectively
- ❑ Uses accepted theories and effective techniques to provide individual and group developmental preventive, remedial, and/or crisis counseling
- ❑ Develops, organizes, and implements the curriculum around the person/social, career, and academic domains and their goals (e.g., conflict resolution, anger management, drop-out prevention, career awareness, planning)

School Psychologist

- ❑ Demonstrates knowledge of psychological assessment, strategies, and interventions
- ❑ Collaborates with school staff and other service providers to reach educational decisions in the best interest of the child and to develop/implement appropriate strategies and interventions
- ❑ Provides leadership for activities related to mental health

Speech/Language Pathologist

- ❑ Uses methods/techniques that are appropriate for stated speech/language objectives and are commensurate with learners' interests and aptitudes
- ❑ Uses a variety of equipment, materials, aids, and augmentative communication devices when appropriate
- ❑ Manages group learning effectively and efficiently by maintaining appropriate discipline
- ❑ Maximizes therapy time with clear directions, efficient material distribution, and sufficient therapy activities
- ❑ Provides appropriate information on an informal or formal basis regarding speech and language development, programs and services, and program guidelines

Staffing Specialist

- ❑ Presents information and services using varied strategies to meet learner needs and diversity
- ❑ Serves as the Local Education Agency (LEA) representative of the M-teams/IEP teams that determines eligibility, placement, and dismissal of special education learners
- ❑ Reviews school level compliance with IDEA, district procedures, curriculum requirements, and Special Policy and Procedures Document (SPP)

School Social Worker

- ❑ Offers counseling and suggests strategies to meet learner needs and to support learner achievement
- ❑ Provides crisis management/intervention as needed

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 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.

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

Common INDICATORS of student services professional work may include, but are not limited to:

- ❑ 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 or 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
- ❑ Position-Specific Sample Indicators, but are not limited to:
 - Counselor and TRUST Specialist**
 - ❑ Uses and applies appropriate technology
 - ❑ Consults with administration, staff, learners, and families to determine counseling and career guidance services and programs needed for learner achievement

ASSESSMENT NARRATIVE

School Psychologist

- Prepares comprehensive and objectively written reports that address concerns as well as educational implications
- Uses a variety of formal and informal methods for evaluating learners

Speech/Language Pathologist

- Analyzes records and test results to identify eligibility for services and prepares written reports
- Follows established procedures for screening and testing referred learners
- Participates in the eligibility determination and IEP meetings

Staffing Specialist

- Collects and analyzes data related to special education, instructional programs, learner performance, and operational aspects

School Social Worker

- Gathers anecdotal and statistical evidence for the completion of program objective

Description of Practice



ASSESSMENT NARRATIVE



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 student services professional communicates effectively with learners, their parents or families, staff, and other members of the learning community and advocates for learners.

Highly Effective	Effective
The professional's work is exceptional, in addition to meeting the standard ... The student services 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.

Common INDICATORS of student services professional work may include, but are not limited to:

- 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
- 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

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 student services 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 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.	The description is the actual performance standard.

Common INDICATORS of student services professional 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
- 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



Description of Practice

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