

Observation Form 3 Observation/Document Review

Instructional Resource Professional

Teacher Name _____ Date/Time _____

School _____ Evaluation Year _____

Program _____

Documentation Log Review Yes No Formal Informal Mini

Professional Knowledge

- Demonstrates knowledge and skills relevant to his/her position.
- Demonstrates an understanding of the intellectual, social, emotional, and physical development and needs of the learner/client.
- Promotes and models respect for individual and cultural differences.
- Uses division, school, family, and community resources to help meet learner/client and/or program/curriculum needs.
- Identifies various learning styles and individual needs to assist in the implementation of intervention plans.
- Understands one's responsibility to the division and collaborates in order to meet learner/client needs.

Specific Evidence:

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Program Planning and Management

- Understands and follows applicable local, state and federal regulations, policies, guidelines, and procedures.
- Provides a safe and appropriate environment for service delivery.
- Organizes and maintains appropriate program data and/or learner/client records.
- Demonstrates effective scheduling and time management skills.
- Identifies and manages available resources to address learner/client and program needs.
- Adheres to proper procedures for using, maintaining, updating, and securing program materials.
- Maintains fidelity in delivering programs and services.

Specific Evidence:

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Program Delivery

- Selects, develops, organizes, implements, and supports curriculum for specific learner/client and/or program needs.
- Uses technology, materials, and other resources as appropriate to deliver services and programs.
- Presents information and provides instructional supports and/or services using a variety of strategies or approaches to meet the needs of the learning community.
- Collaborates with instructional staff to design, implement, or support services for specific learner/client or program needs.
- On a continual basis, consults with administration, parents, community agencies, school, and support personnel to resolve issues and/or communicate progress related to the provision of programs/services.
- Provides services that will support mastery of state and national standards.
- Interprets policies, programs, and procedures related to the delivery of services to learners/clients.

Specific Evidence:

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Assessment

- Demonstrates proficiency in administering, scoring, evaluating, and interpreting data from instruments or records.
- Provides accurate and timely feedback to learners/clients, families, and staff on assessment results.
- Uses assessment information in making recommendations or decisions that are in the best interest of the learner/client/school/division.
- Uses assessment data to inform decisions related to strategies, interventions, services, and programs.
- Uses data to assess learner/client and/or program needs.
- Uses data to assess learner/client and/or program outcomes.
- Documents learner/client and/or program outcomes.

Specific Evidence:

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Communication and Collaboration

- Supports, promotes, and communicates the mission, vision, and goals of the school and the division.
- Uses effective written, verbal, and nonverbal communication skills.
- Initiates, maintains, and appropriately documents communication to support the needs and progress of the learning community.
- Supports learner/client success and well-being by working collaboratively with stakeholders.
- Collaborates with stakeholders to design, implement, and/or support services for specific learner/client or program needs.
- Responds promptly to learner/client, family, staff, and/or community concerns.
- Actively assumes an advocacy role for learners/clients and families.
- Uses resources, including technology, to effectively communicate with stakeholders..

Specific Evidence:

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Professionalism

- Follows federal and state guidelines and school board policies and procedures.
- Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance).
- Performs assigned duties in a timely manner.
- Respects and maintains confidentiality.
- Evaluates and identifies strengths and areas for growth related to professional skills.
- Sets measurable goals for improvement of skills and professional performance.
- Participates in professional growth activities and incorporates learning into professional practices.
- Mentors, trains, and/or supports colleagues in professional growth opportunities.
- Contributes to the organization and community.
- Adheres to professional, legal, and ethical standards.

Specific Evidence:

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<p>Learner/Client or Program Progress</p> <ul style="list-style-type: none">• Sets measurable, reasonable, attainable, and rigorous goals for learner/client progress and program outcomes.• Assesses prerequisite knowledge and skills to determine level of service delivery.• Monitors learner/client and/or program progress and adjusts practices based on appropriate assessments.• Identifies and establishes additional means of support to increase learner/client and/or program progress. <p>Provides evidence that learner/client progress and/or programs are meeting measurable, reasonable, and appropriate outcomes.</p>	<p>Specific Evidence:</p>
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Additional Comments:

Teacher Signature _____

Date _____

Observer Name _____

Observer Signature _____

Date _____