**Observation of Practice (Support Professionals)**

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| **Date of Visit: \_\_\_\_**/\_\_\_\_\_/\_\_\_\_\_ | **Start/End Time:**  **\_**\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_ | **Visit Type:**  *Announced Unannounced* |
| **Start Date of Feedback:** \_\_\_\_/\_\_\_\_\_/\_\_\_\_\_ | **End Date of Feedback:** \_\_\_\_/\_\_\_\_\_/\_\_\_\_\_ |  |

The Support Professional Model is scored holistically at the end of the year. However, written feedback is required after each observation.

***Observation of Practice Notes***

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***Professional Practice***

*For more information, visit the RI Model Guidebooks & Forums page found at* [www.ride.ri.gov/EdEval-RIModel-GuidesForms](http://www.ride.ri.gov/EdEval-RIModel-GuidesForms).

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| **Domain 1: Collaboration** |
| 1A. Works with educators and families to develop strategies and resources to meet the needs of students |
| 1B. Uses and models effective communication with learners, colleagues and/or stakeholders |
| 1C. Builds rapport with students promoting effective implantation of services |
| 2D. Demonstrates flexibility and responsiveness |
| *Evidence for PP Domain 1:* |

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| **Domain 2: Service Delivery** |
| 2A. Establishes service delivery and/or program goals and develops a plan to evaluate them |
| 2B. Plans effectively for service delivery that is based on student data and knowledge of child development |
| 2C. Implements service delivery to ensure learners understand, are focused on, and accountable for results |
| 2D. Uses appropriate assessments to diagnose or identify and monitor student issues or programmatic progress and to adjust service/program delivery |
| *Evidence for PP Domain 2:* |

***Priority Feedback for Professional Practice***

*Feedback is important to help Support Professionals grow as educators. With this in mind, provide feedback that is specific and actionable that will help the educator move their practice forward.*

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***Professional Responsibilities***

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| **Domain 1: School Responsibilities and Communication** |
| PR1. Understands and participates in school/district-based initiatives and activities |
| PR2. Solicits, maintains records of, and communicates appropriate information about students’ behavior, learning needs, and academic progress |
| *Evidence for PF Domain 1:* |

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| **Domain 2: Professionalism** |
| PR3. Acts on the belief that all students can learn and advocates for students’ best interests |
| PR4. Works toward a safe, supportive, collaborative culture by demonstrating respect for everyone, including other educators, students, parents, and other community members, in all actions and interactions |
| PR5. Acts ethically and with integrity while following all school, district, and state policies |
| *Evidence for PF Domain 2:* |

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| **Domain 3: Professional Growth** |
| PR6: Engages meaningfully in school and district professional growth opportunities and enhances professional growth by giving and seeking assistance from other educators in order to improve student learning |
| PR7: Writes and implements a Professional Growth Goal that addresses personal, school, or district needs and aims at improving the support professional’s practice |
| *Evidence for PF Domain 3:* |

***Priority Feedback for Professional Responsibilities***

*Feedback is important to help Support Professionals grow as educators. With this in mind, provide feedback that is specific and actionable that will help the educator move their practice forward.*

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***Acknowledgement*** *(To be completed by the Support Professional after being evaluated)*

I have read this form and have had an opportunity to comment. My signature does not signify agreement or disagreement.

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