

Student Services Professional Performance Standards with Sample Abridged Performance Indicators Reference Sheet

Performance Standard 1. Knowledge of Learners
The student services professional identifies and addresses the needs of the target learning community by demonstrating respect for individual differences, cultures, backgrounds, and learning styles.

Sample Performance Indicators

Common Indicators

- ◆ Appropriate school, family, and community resources use
- ◆ Knowledge of developmental stages of learners
- ◆ Knowledge of students' learning styles and cultural and linguistic backgrounds
- ◆ Variety of strategies or approaches use
- ◆ Respect for individual and cultural differences
- ◆ Cumulative records, computerized data, and interviews use to determine needs
- ◆ Varied levels of complexity used to present concepts

Additional Position-Specific Indicators

Career Specialist and Counselor

- ◆ Concepts and strategies that lead to attitudes, knowledge, and interpersonal skills that help learners understand and respect themselves and others

School Psychologist and Staffing Specialist

- ◆ Awareness of the **academic** functioning levels
- ◆ Awareness of the **behavioral** functioning levels

School Social Worker

- ◆ Knowledge of theories, techniques, and instruments used for socio-cultural and adaptive behavior assessment
- ◆ Parental involvement

Speech/Language Pathologist

- ◆ Service delivery differentiation
- ◆ CST, SST, eligibility and determination meetings, and the IEP process participation

TRUST Specialist

- ◆ Concepts and strategies to help learners understand and respect themselves and others.
- ◆ Knowledge to prevent **illegal drug use**
- ◆ Knowledge to prevent **violent behavior**
- ◆ Knowledge of outside resources for stakeholders

Performance Standard 2. Program Management

The student services professional plans, implements, and manages programs and/or services to meet the diverse needs of all learners.

Sample Performance Indicators

Common Indicators

- ◆ Legal and procedural compliance
- ◆ Current knowledge of field/subject/content matter
- ◆ Accurate and up-to-date learner records
- ◆ Referrals, scheduling, and caseload planning and management
- ◆ Appropriate implementation of student services program
- ◆ Resource identification and management
- ◆ Interventions designed
- ◆ Schedules maintained and deviations from schedules made known to appropriate parties

Additional Position-Specific Indicators

Career Specialist, Counselor, TRUST Specialist

- ◆ Balanced, comprehensive program

Staffing Specialist

- ◆ Class size/units and FTE reports reviews and recommendations

School Psychologist, School Social Worker

- ◆ Collaboration with school leadership on behavior/health/emotional issues

Performance Standard 3. 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.

Sample Performance Indicators

Common Indicators

Direct Services to Learners

- ◆ Safe and positive setting
- ◆ Varied strategies used
- ◆ Technology Use
- ◆ Rigorous reading requirement

Collaboration/Consultation with Staff and Others

- ◆ Consults with others

Additional Position-Specific Indicators

Career Specialist - Direct Services to Learners

- ◆ Varied strategies use
- ◆ Developing, organizing, and implementing the curriculum around the person/social, career, and academic domains and their goals

Counselor, TRUST Specialist - Direct Services to Learners

- ◆ Varied strategies use
- ◆ Group lessons delivered
- ◆ Accepted theories and effective techniques used
- ◆ Developing, organizing, and implementing the curriculum around the person/social, career, and academic domains and their goals

Staffing Specialist - Direct Services to Learners

- ◆ Presentation of services and information

Staffing Specialist - Collaboration/Consultation with Staff and Others

- ◆ LEA representative of the M-teams/IEP teams
- ◆ School level compliance with legal and procedural guidance

School Psychologist - Direct Services to Learners

- ◆ Knowledge of psychological assessment, strategies, and interventions

School Psychologist - Collaboration/Consultation with Staff and Others

- ◆ Collaboration
- ◆ Mental health activities leadership

School Social Worker - Direct Services to Learners

- ◆ Counseling and suggesting strategies for students
- ◆ Collaborates with others to change situations
- ◆ Crisis management/intervention as needed

Speech/Language Pathologist - Direct Services to Learners

- ◆ Appropriate methods/techniques use
- ◆ Variety of equipment, materials, aids, and augmentative communication devices use
- ◆ Group learning effectively and efficiently delivered

Speech/Language Pathologist - Collaboration/Consultation with Staff and Others

- ◆ Provides appropriate information on an informal or formal basis regarding speech and language development, programs and services, and program guidelines

For full text of the performance indicators, please refer to the appropriate IPEGS Handbook. Performance Indicators are merely samples of work conducted in the performance of the Standard. They are not intended to be a definitive list of requirements.

This reference sheet was developed as part of the IPEGS Pilot. It is a preliminary reference tool as opposed to apart of the School Board-adopted IPEGS Handbook.

Performance Standard 4. Assessment

The student services professional gathers, analyzes, and uses data to measure learner or program progress, guide instruction, and provide timely feedback.

Sample Performance Indicators

Common Indicators

- ◆ Accurate feedback to stakeholders on assessment results
- ◆ State and local assessment data use to adjust services
- ◆ Proficiency in administering, scoring/evaluating, and interpreting data

Additional Position-Specific Indicators

Career Specialist, Counselor, and TRUST Specialist

- ◆ Technology use
- ◆ Consultations to determine counseling and career guidance services and programs needed

Staffing Specialist

- ◆ Special education, instructional programs, learner performance, and operational aspects data analysis

School Psychologist

- ◆ Comprehensive and objectively written reports
- ◆ Variety of formal and informal methods for evaluating learners

School Social Worker

- ◆ Anecdotal and statistical evidence for the completion of program objective

Speech/Language Pathologist

- ◆ Records and test results analysis to identify eligibility for services and prepares written reports
- ◆ Established procedures used for screening and testing referred learners
- ◆ Eligibility determination and IEP meetings participation

Performance Standard 5. Learner Progress

The work of the learner services professional results in acceptable measurable progress based on established standards, district goals, and/or school goals.

Sample Performance Indicators

Common Indicators

- ◆ Knowledge of what leads to student success
- ◆ State and local assessments use and documentation
- ◆ Systematic procedures to review, plan, and document activities
- ◆ Collaboration
- ◆ Student achievement/program goals

Additional Position-Specific Indicators

Career Specialist and Counselor

- ◆ Intervention use to promote learner success

Occupational Therapist, Physical Therapist,

Speech/Language Pathologist

- ◆ Learner's activities changed on the basis of documented progress
- ◆ Skills and compensatory techniques developed for learners

School Psychologist

- ◆ Goal attainment of specific learners supported

School Social Worker, TRUST Specialist

- ◆ Behavior-related referrals reduced
- ◆ School attendance improved
- ◆ Social/emotional/cognitive needs of learners addressed
- ◆ Collaborates to ensure appropriate modifications

Staffing Specialist

- ◆ Learning styles identification

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.

Sample Performance Indicators

Common Indicators

- ◆ Mission, vision, and goals support
- ◆ Actively assumes an advocacy role for learners and families
- ◆ Collaboration with staff on service delivery
- ◆ Collaboration with other stakeholders
- ◆ Technology use
- ◆ Responsive to concerns
- ◆ Effective communicator initiating and maintaining communication lines

Performance Standard 7. Professionalism

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

Sample Performance Indicators

Common Indicators

- ◆ Service delivery consistent with national and state association ethical principles and professional standards of practice
- ◆ Professional growth
- ◆ Mentoring, training, and/or coaching colleagues
- ◆ Confidentiality maintained
- ◆ Legal and procedural compliance
- ◆ Professional relationships established/maintained

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