



Florida's Student Services Personnel Evaluation Model and Guide

Student Support Services Project, University of South Florida
Bureau of Exceptional Education and Student Services
Division of Public Schools, Florida Department of Education

Evaluation Rubric for Student Services Professional Practices in a Multi-Tiered System of Support

Domain A: Data-Based Decision Making and Evaluation of Practices			
Highly Effective	Effective	Needs Improvement	Unsatisfactory
1. Collects and uses data to develop and implement interventions within a problem-solving framework.			
Uses and/or facilitates collecting district data relevant to informing problem identification, problem analysis, and intervention design at the systems level.	Uses available school data and collects additional student data (e.g., screening, progress monitoring, and diagnostic assessment) relevant to informing problem identification, problem analysis, and intervention design.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not collect or use data to inform interventions within a problem-solving framework OR ineffectively demonstrates the practice/skill required.
2. Analyzes multiple sources of qualitative and quantitative data to inform decision making.			
Analyzes, integrates, and interprets data from multiple sources at the school or district level, and uses the data to inform systems-level decisions.	Analyzes, integrates, and interprets data from multiple sources at the individual and group level, and uses the data to inform decisions.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not analyze, integrate, and interpret data from multiple sources or use data to inform decisions OR ineffectively demonstrates the practice/skill required.
3. Uses data to monitor student progress (academic, social/emotional/behavioral) and health and evaluate the effectiveness of services on student achievement.			
Uses school or district data to monitor the effectiveness of MTSS supports and district intervention program outcomes.	Uses individual and group data to monitor student progress, evaluate the effectiveness of academic and behavioral instruction/intervention, and modify interventions based on student data.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not monitor student progress or evaluate the effectiveness of academic and behavioral instruction/intervention OR ineffectively demonstrates the practice/skill required.
4. Shares student performance data in a relevant and understandable way with students, parents, and administrators.			
Trains or mentors others to provide feedback on student performance and other assessment data to stakeholders and to present data in a way that is understandable and relevant to stakeholder interest/needs.	Provides feedback on student performance and other assessment data to stakeholders (students, teachers, parents, administrators, school teams) and presents data in a way that is understandable and relevant to stakeholder interest/needs.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not provide feedback on student performance and other assessment data; does not present data in a way that is understandable and relevant OR ineffectively demonstrates the practice/skill required.

Evaluation Rubric for Student Services Professional Practices in a Multi-Tiered System of Support

Domain B: Instruction/Intervention Planning and Design			
Highly Effective	Effective	Needs Improvement	Unsatisfactory
1. Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral, and health interventions and supports.			
Provides a leadership role by training others and facilitating team members' ability to identify, problem solve, and plan academic and behavioral interventions.	Works with team and team members to identify, problem solve, and plan academic, behavioral, and health interventions.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not work with team to identify, problem solve, and plan academic and behavioral interventions OR ineffectively demonstrates the practice/skill required.
2. Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.			
Trains or mentors others in collecting and using multiple sources of data, including classroom, district, and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates.	Uses multiple sources of data, including classroom, district, and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Instruction and interventions are not aligned OR are poorly aligned with school improvement priorities and other mandates.
3. Applies evidence-based research and best practices to improve instruction/interventions.			
Applies evidenced-based best practices when developing and planning instruction and interventions across all levels of MTSS (individual, targeted group, school, systems).	Applies evidence-based and best practices when developing and planning instruction and intervention.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Fails to apply OR poorly applies evidence-based and best practices when developing and planning instruction and intervention.
4. Develops intervention support plans that help the student, family, or other community agencies and systems of support to reach a desired goal.			
Collaborates to identify systems-level needs, resources, and infrastructure to access services and supports.	Develops a support plan that reflects the goals of student/client systems and supports the goal.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Support plans are ineffectively developed (i.e., plans do not reflect goals or systems coordination and support to obtain stated goal).

Evaluation Rubric for Student Services Professional Practices in a Multi-Tiered System of Support

Domain B: Instruction/Intervention Planning and Design			
Highly Effective	Effective	Needs Improvement	Unsatisfactory
5. Engages parents and community partners in the planning and design of instruction/interventions.			
Develops systems-level strategies (e.g., validate participation, decision making, two-way communication) for engaging families and community when planning and designing instruction and interventions.	Engages families, community, and educational stakeholders when planning and designing instruction and interventions. Parent input is valued and incorporated into plans.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not engage OR ineffectively engages families and community when planning and designing instruction/intervention.

Evaluation Rubric for Student Services Professional Practices in a Multi-Tiered System of Support

Domain C: Instruction/Intervention Delivery and Facilitation			
Highly Effective	Effective	Needs Improvement	Unsatisfactory
1. Collaborates with school-based and district-level teams to develop and maintain a multi-tiered continuum of services (MTSS) to support the academic, social, emotional, and behavioral success and health of all students.			
Facilitates the development of MTSS at the district level by planning and implementing interventions that address systemic issues/concerns.	Facilitates the development of MTSS at the school level by planning and implementing interventions whose intensity matches student, group, or school needs.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not contribute to the development and implementation of MTSS at the school level OR ineffectively demonstrates the practice/skill required.
2. Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction and intervention services.			
Consults and collaborates at the school/systems level to plan, implement, and evaluate academic and social-emotional/behavioral services.	Consults and collaborates at the individual, family, and group levels to plan, implement, and evaluate academic, social-emotional/behavioral, and health services.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not consult/collaborate OR demonstrates practice/skill ineffectively when planning, implementing, or evaluating academic and social-emotional/behavioral services.
3. Implements evidence-based practices within a multi-tiered framework.			
Assists in identifying and implementing evidence-based practices relevant to system-wide (school or district) interventions and supports.	Incorporates evidence-based practices in the implementation of interventions for individual students and targeted groups.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not incorporate OR ineffectively demonstrates evidence-based practices when implementing interventions for individual students and targeted groups.
4. Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning.			
Identifies the systemic barriers to learning and facilitates the development of broader support systems for students and families.	Identifies barriers to learning and connects students with resources that support positive student outcomes/goals.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not identify barriers to learning or connect students with resources that support positive outcomes/goals OR ineffectively demonstrates the practice/skill required.

Evaluation Rubric for Student Services Professional Practices in a Multi-Tiered System of Support

Domain C: Instruction/Intervention Delivery and Facilitation			
Highly Effective	Effective	Needs Improvement	Unsatisfactory
5. Promotes student outcomes related to career and college readiness.			
Develops/plans district-level or school-level policies/interventions/supports that address student postsecondary goal attainment.	Develops/plans interventions or programs to increase student engagement (e.g., attendance, on-task behavior, rigorous/relevant instruction, participation in school activities) and support attainment of post-secondary goals.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not develop interventions that increase student engagement or support attainment of postsecondary goals OR ineffectively demonstrates practice/skill required.
6. Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.			
Develops/provides trainings that include best practices related to developmental issues, barriers to learning, and risk factors.	Provides students, staff, and parents with information, research, and best practices related to developmental issues, barriers to learning, and risk factors.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not inform students, staff, or parents about best practices related to developmental issues, barriers to learning, or risk factors OR demonstrates practice/skill ineffectively.

Evaluation Rubric for Student Services Professional Practices in a Multi-Tiered System of Support

Domain D: Learning Environment			
Highly Effective	Effective	Needs Improvement	Unsatisfactory
1. Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.			
Interacts with school, district, parents, and community partners to sustain and promote effective system-wide programs/services that result in a healthy school climate.	Interacts with school personnel to promote and implement school-wide positive behavior supports.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not interact with school personnel to promote and implement school-wide positive behavior supports OR poorly demonstrates the practice/skill required.
2. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).			
Examines need and feasibility for systemic intervention to support and increase student engagement district-wide.	Consults with school staff and students to identify strengths and weaknesses as part of problem solving and intervention planning to increase student engagement.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not consult with school personnel to support and/or increase student engagement OR ineffectively demonstrates the practice/skill required.
3. Promotes safe school environments.			
Interacts with learning community to enhance, support, and/or create safe and violence-free school climates through training and advancement of initiatives that relate to healthy and violence-free schools.	Interacts with school personnel to promote and implement effective programs/services that result in a healthy and violence-free school climate (i.e., readiness, school failure, attendance, dropout, bullying, child abuse, youth suicide, school violence).	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Fails to demonstrate OR ineffectively demonstrates understanding, advocacy, and implementation of services/programs that address risk and protective factors among students/staff.
4. Integrates relevant cultural issues and contexts that impact family-school partnerships.			
Creates and promotes multicultural understanding and dialogue through training and information dissemination to examine the broader context of cultural issues that impact family-school partnerships.	Identifies relevant cultural issues and contexts that impact family-school partnerships and uses this knowledge as the basis for problem solving related to prevention and intervention.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not OR ineffectively demonstrates knowledge of cultural influences on students, teachers, communication styles, techniques, and practices.

Evaluation Rubric for Student Services Professional Practices in a Multi-Tiered System of Support

Domain D: Learning Environment			
Highly Effective	Effective	Needs Improvement	Unsatisfactory
5. Provides a continuum of crisis intervention services.			
Engages the learning community in strengthening crisis preparedness and response by organization, training, and information dissemination.	Collaborates in crisis planning, prevention, response, and recovery and/or collaborates in implementing/evaluating programs.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not OR ineffectively demonstrates skills related to collaboration for crisis intervention along the continuum of services.

Domain E: Professional Learning, Responsibility, and Ethical Practice			
Highly Effective	Effective	Needs Improvement	Unsatisfactory
1. Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice and addresses areas of need on the evaluation.			
Establishes continuous improvement strategy to identify and self-monitor areas for skill and professional growth based on performance outcomes.	Maintains a plan for continuous professional growth and skill development aligned with performance evaluation outcomes and personal/professional goals.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not develop a personal professional growth plan with goals related to performance evaluation outcomes OR shows ineffective effort in this practice/skill.
2. Engages in targeted professional growth opportunities and reflective practices (e.g., professional learning community [PLC]).			
Facilitates professional learning communities' review of practices and response to feedback from supervisor and/or coworkers.	Participates in professional learning opportunities consistent with the professional growth plan and uses feedback from supervisor and/or colleagues for skill enhancement.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not participate in professional development opportunities OR demonstrates poor acceptance and/or use of constructive feedback to enhance skills.
3. Implements knowledge and skills learned in professional development activities.			
Integrates acquired knowledge and training into practice for professional community.	Integrates and applies acquired knowledge and training into professional practice.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Demonstrates little or no interest in altering practices and delivery of services to accommodate new knowledge and skills.
4. Demonstrates effective recordkeeping and communication skills.			
Supports record/ data management system impact on practice and facilitates active listening among professional learning community members.	Demonstrates reliable recordkeeping skills; demonstrates coherent, professional written/oral communication; adapts communication style and content to a variety of audiences; establishes rapport and is an active listener.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not OR ineffectively maintains reliable system of recordkeeping; fails to or poorly demonstrates active listening, written, and/or verbal communication skills.

Domain E: Professional Learning, Responsibility, and Ethical Practice			
Highly Effective	Effective	Needs Improvement	Unsatisfactory
5. Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards.			
Demonstrates a clear understanding of professional practice standards and ethics. Operationalizes standards in day-to-day practice as a model for professional community members.	Adheres to professional standards, ethics and practices; maintains accurate, timely, and confidential records; and complies with relevant laws, rules, guidelines, and policies at the national, state, and local levels.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not adhere to standards of professional practice, national and state laws, and/or local policy and procedures in the professional arena.

Evaluation Rubric Scoring Protocol

Name:		Employee ID#:
Position:	Assignment:	
Evaluator:		Date:

Domain A: Data-Based Decision Making and Evaluation of Practices	Rating Scores			
	HE	E	NI	U
A-1. Collects and uses data to develop and implement interventions within a problem-solving framework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
A-2. Analyzes multiple sources of qualitative and quantitative data to inform decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
A-3. Uses data to monitor student progress (academic and social/emotional/behavioral) and evaluate the effectiveness of services on student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
A-4. Shares student performance data in a relevant and understandable way with students, parents, and administrators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
<hr/>				
<i>Domain A Section Comments:</i>				

Domain B: Instruction/Intervention Planning and Design	Rating Scores			
	HE	E	NI	U
B-1. Uses a collaborative problem-solving framework as the basis for identification and planning for academic and behavioral interventions and supports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
B-2. Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
B-3. Applies evidence-based research and best practices to improve instruction/interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
B-4. Develops intervention support plans that help the student, family, or other community agencies and systems of support reach a desired goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
B-5. Engages parents and community partners in the planning and design of instruction/interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
<hr/>				
<i>Domain B Section Comments:</i>				

Evaluation Rubric Scoring Protocol

Domain C: Instruction/Intervention Delivery and Facilitation	Rating Scores			
	HE	E	NI	U
C-1. Collaborates with school-based and district-level teams to develop and maintain a multi-tiered continuum of services (MTSS) to support the academic, social, emotional, and behavioral success and health of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
C-2. Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction and intervention services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
C-3. Implements evidence-based practices within a multi-tiered framework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
C-4. Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
C-5. Promotes student outcomes related to career and college readiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
C-6. Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
<hr/>				
<i>Domain C Section Comments:</i>				

Domain D: Learning Environment	Rating Scores			
	HE	E	NI	U
D-1. Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
D-2. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
D-3. Promotes safe school environments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
D-4. Integrates relevant cultural issues and contexts that impact family-school partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
D-5. Provides a continuum of crisis intervention services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
<hr/>				
<i>Domain D Section Comments:</i>				

Evaluation Rubric Scoring Protocol

Domain E: Professional Learning, Responsibility, and Ethical Practice	Rating Scores			
	HE	E	NI	U
E-1. Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice and addresses areas of need on the evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
E-2. Engages in targeted professional growth opportunities and reflective practices (e.g., PLC).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
E-3. Implements knowledge and skills learned in professional development activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
E-4. Demonstrates effective recordkeeping and communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
E-5. Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
<i>Domain E Section Comments:</i>				

OVERALL RATING for the EVALUATION RUBRIC:

Highly Effective
 Effective
 Needs Improvement
 Unsatisfactory

Total Score (range)*	Performance Level Rating
141-160	<i>Highly Effective</i>
114-140	<i>Effective</i>
56-113	<i>Needs Improvement</i>
< 56	<i>Unsatisfactory</i>

Evaluation Rubric Scoring Protocol

Rating Criteria

Domain A: Data-Based Decision Making and Evaluation of Practices		Points Possible
HE	3 or more indicators are HE and none are less than E	32
E	At least three are E or higher and no more than one are NI, none are U	
NI	Criteria for E not met and no more than one is U	
U	2 or more are U	

Domain B: Instruction/Intervention Planning and Design		Points Possible
HE	4 or more indicators are HE and none are less than E	32
E	At least 4 are E or higher and no more than 1 is NI, none are U	
NI	Criteria for E not met and no more than 1 is U	
U	2 or more are U	

Domain C: Instruction/Intervention Delivery and Facilitation		Points Possible
HE	4 or more indicators are HE and none are less than E	32
E	At least 4 are E or higher and no more than two are NI, none are U	
NI	Criteria for E not met and no more than two are U	
U	Two or more are U	

Domain D: Learning Environment		Points Possible
HE	4 or more indicators are HE and none are less than E	32
E	At least 4 are E or higher and no more than 1 is NI, none are U	
NI	Criteria for E not met and no more than 1 is U	
U	2 or more are U	

Domain E: Professional Learning, Responsibility, and Ethical Practice		Points Possible
HE	4 or more indicators are HE and none are less than E	32
E	At least 4 are E or higher and no more than 1 is NI, none are U	
NI	Criteria for E not met and no more than 1 is U	
U	2 or more are U	

Form 1

Evaluation Rubric Scoring Protocol

Final ratings in each domain will earn the following percentage of total possible points:

Percentage of Total Possible Points	
HE	100%
E	81%
NI	53%
U	20%

After rating each domain, determine the number of points received by each and add them together.

Domain	Rating	Max Points	Points Earned
Domain A: Data-Based Decision Making and Evaluation of Practices		32	
Domain B: Instruction/Intervention Planning and Design		32	
Domain C: Instruction/Intervention Delivery and Facilitation		32	
Domain D: Learning Environment		32	
Domain E: Professional Learning, Responsibility, and Ethical Practice		32	
Sum of Total Points			

Based on the sum of the total points, use the rating criteria below to determine the overall rating.

Final Evaluation	
HE	141-160
E	114-140
NI	56-113
U	0-55