



# Florida's Evaluation Model and Guide for Specialized Exceptional Student Education Professionals

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

**Domain A: Data-Based Decision Making and Evaluation of Practices (Behavior Specialists)**

<i>Highly Effective</i>	<i>Effective</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>
<b>1. Collects and uses data to develop and implement interventions within a problem-solving framework.</b>			
<i>In addition to the characteristics of Effective:</i> Uses and/or facilitates collecting district data relevant to informing problem identification, problem analysis and intervention design at the school and/or district level.	Uses and/or facilitates collecting available school data and facilitates collection of 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, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
<b>2. Analyzes multiple sources of qualitative and quantitative data to inform decision making.</b>			
<i>In addition to the characteristics of Effective:</i> Analyzes, integrates and interprets data from multiple sources at the school or district level and uses the data to facilitate informed school- and/or district-level decisions.	Independently analyzes, integrates and interprets data from multiple sources at the individual and group level and uses the data to facilitate informed decisions.	Practice is emerging but requires supervision, support and/or training to be effective.	Does not demonstrate or ineffectively demonstrates the practice.
<b>3. Uses data to monitor student progress (academic, social/emotional/behavioral) and health and evaluate the effectiveness of services on student achievement.</b>			
<i>In addition to the characteristics of Effective:</i> Uses school or district data to monitor the effectiveness of MTSS supports and intervention program outcomes.	Independently 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, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
<b>4. Shares student performance data in a relevant and understandable way with students, parents and administrators.</b>			
<i>In addition to the characteristics of Effective:</i> 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.	Independently 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, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

**Domain B: Instruction/Intervention Planning and Design (Behavior Specialists)**

<i>Highly Effective</i>	<i>Effective</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>
1. Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral and health interventions and supports.			
<i>In addition to the characteristics of Effective:</i> Provides a leadership role by training others and mentoring team members to identify, problem solve and plan academic and behavioral interventions.	Independently works with team members to identify, problem solve and plan academic, behavioral and health interventions.	Practice is emerging but requires supervision, supports, and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.			
<i>In addition to the characteristics of Effective:</i> Trains and mentors others in collecting and using multiple sources of data, including individual, classroom, district and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates.	Independently facilitates the use of multiple sources of data, including individual 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, supports, and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Applies evidence-based research and best practices to improve instruction/interventions.			
<i>In addition to the characteristics of Effective:</i> Applies evidenced-based practices when developing and planning instruction and interventions across all levels of MTSS (individual, targeted group, school, district).	Independently applies EBPs when developing and planning instruction and intervention.	Practice is emerging but requires supervision, support and/or training to be effective.	Does not demonstrate or ineffectively demonstrates the practice.
4. Develops intervention support plans that help the student, family or other community agencies and systems of support reach a desired goal.			
<i>In addition to the characteristics of Effective:</i> Facilitates collaboration at multiple levels to identify systems-level needs, resources and infrastructure to access services and supports.	Independently facilitates development of a support plan that reflects the goals of stakeholders and includes supports to obtain the goals.	Practice is emerging but requires supervision, supports, and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
5. Engages parents and community partners in the planning and design of instruction/interventions.			
<i>In addition to the characteristics of Effective:</i> Develops systems-level strategies (e.g., validate participation,	Independently engages families, community and educational stakeholders when planning and	Practice is emerging but requires supervision, supports, and training or prompts to consistently demonstrate	Does not demonstrate or ineffectively demonstrates the practice.

decision making, two-way communication) for engaging families and community when planning and designing instruction/interventions.	designing instruction/interventions. Parent input is valued and incorporated into plans.	the practice.	
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Domain C: Instruction/Intervention Delivery and Facilitation (Behavior Specialists)			
Highly Effective	Effective	Needs Improvement	Unsatisfactory
1. Collaborates with school-based and district-level teams to develop and maintain an MTSS to support the academic, social, emotional and behavioral success and health of all students.			
<i>In addition to the characteristics of Effective:</i> Facilitates the development of MTSS at multiple levels by implementing interventions that address schoolwide and/or district issues/concerns.	Facilitates the development of MTSS at the school level by implementing interventions that match the intensity of student, group or school needs.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Consults and collaborates at the individual, family, group and systems levels to implement effective instruction and intervention services.			
<i>In addition to the characteristics of Effective:</i> Consults and collaborates at multiple levels to implement and evaluate academic and social, emotional/behavioral and health interventions.	Consults and collaborates with individuals, families and/or group levels to implement and evaluate academic, social, emotional/behavioral and health interventions.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Implements EBPs within a multi-tiered framework.			
<i>In addition to the characteristics of Effective:</i> Assists in implementing EBPs relevant at multiple levels of interventions and supports.	Facilitates implementation of EBPs for individual students and/or targeted groups.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Identifies, provides and/or refers for supports designed to help students overcome barriers that impede learning.			
<i>In addition to the characteristics of Effective:</i> Facilitates identification of systemic barriers to social/emotional/academic learning and facilitates the development of broader support systems for students and families.	Identifies barriers to social/emotional/academic learning and connects students with resources that support positive student outcomes/goals.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
5. Promotes student outcomes related to career and college readiness.			
<i>In addition to the characteristics of Effective:</i> Assists in the development/planning of district level or school level policies/interventions/supports that address behavioral outcomes related to 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 other behavioral outcomes to support attainment of post-secondary goals.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

6. Provides relevant information regarding child and adolescent development, barriers to learning and student risk factors.			
<i>In addition to the characteristics of Effective:</i> Develops/provides trainings that include EBPs related to developmental issues, barriers to learning and risk factors related to healthy social/emotional growth.	Provides students, staff and parents with information, research and EBPs related to developmental issues, barriers to learning and risk factors related to healthy social/emotional growth.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

Domain D: Learning Environment (Behavior Specialists)			
<i>Highly Effective</i>	<i>Effective</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>
1. Collaborates with teachers and administrators to develop and implement schoolwide PBS.			
<i>In addition to the characteristics of Effective:</i> 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 schoolwide PBS.	Practice is emerging but requires supervision, support and/or training to be effective.	Does not demonstrate or ineffectively demonstrates the practice.
2. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).			
<i>In addition to the characteristics of Effective:</i> Examines need and feasibility for systemic intervention to support and increase student engagement districtwide.	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, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Promotes safe school environments.			
<i>In addition to the characteristics of Effective:</i> Collaborates with learning community to enhance, support and/or create safe and violence-free school climates through provision of training and advancement of state, school and/or district initiatives that relate to healthy and violence-free schools.	Collaborates with school personnel to promote and assist in implementing effective programs/services that result in safe and violence-free school climates (i.e., readiness, school failure, attendance, dropout, bullying, child abuse, youth suicide, school violence).	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Integrates relevant cultural issues and contexts that impact family-school partnerships.			
<i>In addition to the characteristics of Effective:</i> Promotes multicultural understanding and dialogue through provision of 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, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

**Domain E: Professional Learning, Responsibility and Ethical Practice (Behavior Specialists)**

<i>Highly Effective</i>	<i>Effective</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>
1. Develops a personal, professional growth plan that enhances professional knowledge, skills and practice and addresses areas of need on the evaluation.			
<i>In addition to the characteristics of Effective:</i> solicits feedback from supervisors and colleagues and initiates activities or modifies plan 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, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Engages in targeted professional growth opportunities and reflective practices (e.g., professional learning community [PLC]).			
<i>In addition to the characteristics of Effective:</i> Facilitates professional learning activities and initiates activities that contribute to professional growth of self and others.	Participates in professional learning opportunities and reflective practices consistent with the professional growth plan.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Implements knowledge and skills learned in professional development activities.			
<i>In addition to the characteristics of Effective:</i> Integrates and applies acquired knowledge and training into professional practice in order to mentor and/or train others.	Implements knowledge and skills learned in professional development activities into professional practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Demonstrates effective recordkeeping skills.			
<i>In addition to the characteristics of Effective:</i> Tracks treatment dosage, tracks the impact of services on student outcomes and uses records to make decisions about the service delivery system.	Maintains complete and accurate records including documentation of planning, implementation and evaluation of services.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
5. Demonstrates effective oral and written communication skills.			
<i>In addition to the characteristics of Effective:</i> Facilitates communication, adapts communication style and content to a variety of audiences.	Demonstrates coherent and professional written and oral communication skills.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
6. Complies with national and state laws, district policies and guidelines and ethical educational and professional standards.			
<i>In addition to the characteristics of Effective:</i> Serves as a model for colleagues in displaying high	Complies with applicable federal, state and local laws, rules and policies.	Practice is emerging but requires supervision, supports and training or	Does not demonstrate or ineffectively demonstrates the practice.



standards of professionalism and ethics in accordance with laws, policies, guidelines and standards.	Adheres to professional standards, ethics and practices.	prompts to consistently demonstrate the practice.	
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## EMSESEP for Occupational/Physical Therapist (OT/PT)

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**Domain A: Data-Based Decision Making and Evaluation of Practices (OT/PT)**

<i>Highly Effective</i>	<i>Effective</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>
1. Collects and uses data to develop and implement interventions within a problem-solving framework.			
<i>In addition to the characteristics of Effective:</i> Initiates and supports others to ensure collaboration with student teams to use available student data relevant to analysis of current capacity and barriers and the design of interventions. Plans interventions that will support function in future environments.	In collaboration with the student team, uses available student data (e.g., screening, assessment, evaluation, progress monitoring) relevant to analysis of current capacity and barriers and the design of interventions and therapy.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Analyzes multiple sources of qualitative and quantitative data to inform decision making.			
<i>In addition to the characteristics of Effective:</i> Identifies patterns in data across multiple students and settings, brings to the attention of administration and advocates for responsive change.	Analyzes, assimilates and interprets data from multiple sources at the individual level and uses this data to guide and inform decisions concerning interventions and delivery of therapy.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Uses data to monitor student progress (academic, social/emotional/behavioral) and health and evaluate the effectiveness of services on student achievement.			
<i>In addition to the characteristics of Effective:</i> Interprets data to the student team in an understandable way and serves as a resource to colleagues regarding data-based modification of interventions.	Uses individual data to monitor student progress and, in collaboration with the student team, evaluate the effectiveness of the intervention and modifies the intervention as indicated.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Shares student performance data in a relevant and understandable way with students, parents and administrators.			
<i>In addition to the characteristics of Effective:</i> Facilitates an ongoing exchange of information regarding student performance and the effectiveness of the interventions.	Actively participates in an ongoing exchange of information regarding student performance and the effectiveness of the interventions and therapy.	Practice is emerging but requires supervision supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

Domain B: Instruction/Intervention Planning and Design (OT/PT)			
<i>Highly Effective</i>	<i>Effective</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>
1. Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral and health interventions and supports.			
<i>In addition to the characteristics of Effective:</i> Initiates, develops and implements systems to ensure collaboration with student and team to identify, problem solve and plan for academic, behavioral, communication, health and independent functioning interventions and supports.	Works in collaboration with student and team to identify, problem solve and plan for academic, behavioral, communication, health and independent functioning interventions and supports.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.			
<i>In addition to the characteristics of Effective:</i> Initiates using multiple sources of data. Designs, trains, implements and modifies interventions aligned with school improvement efforts and other mandates.	Uses multiple sources of data. Designs, implements and modifies interventions aligned with school improvement efforts and other mandates.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Applies evidence-based research and best practices to improve instruction/interventions.			
<i>In addition to the characteristics of Effective:</i> Participates evidence-based research or services as a resource regarding knowledge and skills needed for EBP.	Demonstrates use of evidence-based practices and sound clinical and professional reasoning in planning interventions and therapy.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Develops intervention support plans that help the student, family or other community agencies and systems of support reach a desired goal.			
<i>In addition to the characteristics of Effective:</i> Engages agencies and other systems of support with student and family to develop plans to achieve student goals.	Develops plans, interventions and therapy that reflect student goals and priorities and are supportive of or aligned with other interventions in the educational environment.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not engage or ineffectively develops plans that reflect student goals and priorities.
5. Engages parents and community partners in the planning and design of instruction/interventions.			
<i>In addition to the characteristics of</i>	Works in alignment with others to	Practice is emerging but requires	Does not demonstrate or ineffectively

<i>Effective:</i> Develops system-level strategies to design and implement instruction/interventions to reach a desired goal.	design and implement instruction/interventions and therapy to reach a desired goal.	supervision, supports and training or prompts to consistently demonstrate the practice.	demonstrates the practice.
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Domain C: Instruction/Intervention Delivery and Facilitation (OT/PT)			
Highly Effective	Effective	Needs Improvement	Unsatisfactory
1. Collaborates with school-based and district-level teams to develop and maintain a MTSS to support the academic, social, emotional and behavioral success and health of all students.			
<i>In addition to the characteristics of Effective:</i> Initiates and supports colleagues with problem solving in planning, facilitating or delivering interventions that match intensity to need.	Functions as part of school team in planning, facilitating or delivering interventions whose intensity matches student, group or school needs.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Consults and collaborates at the individual, family, group and systems levels to implement effective instruction and intervention services.			
<i>In addition to the characteristics of Effective:</i> Mentors and leads other professionals in the design and implementation of therapeutic interventions that support effective instruction.	Consults and collaborates with student, family and members of school environment to design and implement therapeutic interventions that support effective student instruction.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Implements EBPs within a multi-tiered framework.			
<i>In addition to the characteristics of Effective:</i> Provides professional development in the selection and use of EBPs that support effective instruction.	Seeks out and incorporates best available evidence-based practices in the implementation of interventions for students.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Identifies, provides and/or refers for supports designed to help students overcome barriers that impede learning.			
<i>In addition to the characteristics of Effective:</i> Initiates, develops and implements systems to ensure learning barriers are addressed across multiple students and environments.	Identifies barriers to learning and connects students to appropriate resources or refers to other professionals.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
5. Promotes <del>student outcomes</del> <b>student outcomes</b> and college readiness.			
<i>In addition to the characteristics of Effective:</i> Advocates for opportunities to support postsecondary goals and engage students and their families to further explore goals, develop self-determination skills and promote independence.	Selects and implements interventions that support the attainment of postsecondary goals or community readiness, including supporting increased student engagement and promotion of independence.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
6. Provides relevant information regarding child and adolescent development, barriers to learning and student risk factors.			
<i>In addition to the characteristics of Effective:</i> Develops and /or provides professional development opportunities on research and best practices related to human	Provides students, families and educational personnel with information, research and best practices related to human	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

development, learning barriers and risk factors.	development, learning barriers and risk factors.		
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**Domain D: Learning Environment (OT/PT)**

<i>Highly Effective</i>	<i>Effective</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>
1. Collaborates with teachers and administrators to develop and implement schoolwide PBS.			
<i>In addition to the characteristics of Effective:</i> Coordinates the development and implementation of therapeutic interventions within a positive behavior support system.	Collaborates with school staff/team to develop and implement therapeutic interventions within a positive behavior support system.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).			
<i>In addition to the characteristics of Effective:</i> Identifies barriers to equal access and initiates collaborative action for systemic interventions.	Collaborates with school personnel and students to identify and implement therapeutic strategies and/or assistive technology to encourage student engagement.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Promotes safe school environments.			
<i>In addition to the characteristics of Effective:</i> Initiates, develops and implements systems to support safe	Interacts with students, educators and other school personnel to support safe and accessible environments.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate	Fails to interact with students, educators/school personnel to support safe and accessible



and accessible environments.		the practice.	environments.
4. Integrates relevant cultural issues and contexts that impact family-school partnerships.			
<i>In addition to the characteristics of Effective:</i> Creates and promotes materials and supports relevant to cultural, social and societal issues that impact family-school relationships.	Identifies relevant cultural, social and societal issues that impact family-school relationships and uses the knowledge to problem solve possible prevention and intervention strategies.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

Domain E: Professional Learning, Responsibility and Ethical Practice (OT/PT)			
<i>Highly Effective</i>	<i>Effective</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>
1. Develops a personal, professional growth plan that enhances professional knowledge, skills and practice and addresses areas of need on the evaluation.			
<i>In addition to the characteristics of Effective:</i> Solicits feedback from supervisors and colleagues and initiates activities or modifies plan 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, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

2. Engages in targeted professional growth opportunities and reflective practices (e.g., PLC).			
<i>In addition to the characteristics of Effective:</i> Facilitates professional learning activities and initiates activities that contribute to professional growth of self and others.	Participates in professional learning opportunities and reflective practices consistent with the professional growth plan.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Implements knowledge and skills learned in professional development activities.			
Integrates and applies acquired knowledge and training into professional practice in order to mentor and/or train others.	Implements knowledge and skills learned in professional development activities into professional practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Demonstrates effective recordkeeping skills.			
<i>In addition to the characteristics of Effective:</i> Tracks treatment dosage, tracks the impact of services on student outcomes and uses records to make decisions about the service delivery system.	Maintains complete and accurate records, including documentation of planning, implementation and evaluation of services.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
5. Demonstrates effective oral and written communication skills.			
<i>In addition to the characteristics of Effective:</i> Facilitates communication and adapts communication style and content to a variety of audiences.	Demonstrates coherent and professional written and oral communication skills.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
6. Complies with national and state laws, district policies and guidelines and ethical educational and professional standards.			

<p><i>In addition to the characteristics of Effective:</i> Serves as a model for colleagues in displaying high standards of professionalism and ethics in accordance with laws, policies, guidelines and standards.</p>	<p>Complies with applicable federal, state and local laws, rules and policies. Adheres to professional standards, ethics and practices.</p>	<p>Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.</p>	<p>Does not demonstrate or ineffectively demonstrates the practice.</p>
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## **EMSESEP for Speech/Language Pathologist (SLP)**

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Domain A: Data-Based Decision Making and Evaluation of Practices (SLP)			
<i>Highly Effective</i>	<i>Effective</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>
1. Collects and uses data to develop and implement interventions within a problem-solving framework.			
<i>In addition to the characteristics of Effective:</i> Collects and uses data to identify patterns in data across multiple students and settings and brings to the attention of team members to inform problem analysis and intervention and therapy design.	Collects and uses available data relevant to informing problem identification, problem analysis, intervention and therapy design for individual students	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Analyzes multiple sources of qualitative and quantitative data to inform decision making.			
<i>In addition to the characteristics of Effective:</i> Identifies patterns in data across multiple students and settings, brings to the attention of team members and advocates for responsive change based on relevant data.	Analyzes, integrates and interprets qualitative and quantitative data from multiple sources at the individual and group level and uses data to inform decision making for individual students.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Uses data to monitor student progress (academic, social/emotional/behavioral) and health and evaluate the effectiveness of services on student achievement.			
<i>In addition to the characteristics of Effective:</i> Serves as a resource to colleagues regarding use of data.	Uses individual and group data to monitor student progress and evaluate the effectiveness of interventions and therapies.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Shares student performance data in a relevant and understandable way with students, parents and administrators.			
<i>In addition to the characteristics of Effective:</i> Clearly interprets and shares data in multiple ways to help students, families, educators and administrators understand the implications on student performance and conveys the rationale for	Actively participates in an ongoing exchange of information regarding student performance, the effectiveness of the interventions and the rationale for professional decisions.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

professional decisions.			
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Domain B: Instruction/Intervention Planning & Design (SLP)			
<i>Highly Effective</i>	<i>Effective</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>
1. Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral and health interventions and supports.			
<i>In addition to the characteristics of Effective:</i> Thorough and extensive knowledge of the specialty area is evident and actively initiates and promotes collaboration.	Collaborates with members of the educational team and students to target the skills, concepts and strategies critical for meeting student needs by using an array of effective therapy and intervention approaches and evaluation tools.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.			
<i>In addition to the characteristics of Effective:</i> Initiates, designs and implements, or trains other professionals, in the use of multiple sources of data collection.	Uses multiple sources of data collection, including therapy, classroom, district and state assessments to design and plan student interventions and therapies that align with school improvement efforts and other mandates.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Applies evidence-based research and best practices to improve instruction/interventions.			
<i>In addition to the characteristics of Effective:</i> Identifies resources, collaborates and supports use of EBP for planning.	Demonstrates knowledge of EBP and the ability to select and apply those practices to improve instruction and/or interventions.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Develops intervention support plans that help the student, family or other community agencies and systems of support reach a desired goal.			
<i>In addition to the characteristics of Effective:</i> Initiates contacts with agencies and other systems of support in developing plans that reflect student goals and priorities.	Develops plans that reflect student goals, priorities and support connected with other agencies or community resources.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
5. Engages parents and community partners in the planning and design of instruction/interventions.			
<i>In addition to the characteristics of Effective:</i> Develops system-level strategies in planning/designing	Engages family, community and educational stakeholders as appropriate when planning and	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate	Does not demonstrate or ineffectively demonstrates the practice.

instruction and intervention.	designing instructions and intervention with clear outcomes that are appropriate to the disorder, age, developmental level and needs of students.	the practice.	
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**Domain C: Instruction/Intervention Delivery and Facilitation (SLP)**

<i>Highly Effective</i>	<i>Effective</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>
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, behavioral success and health of all students.			
<i>In addition to the characteristics of Effective:</i> Contributes innovative ideas and/or takes a leadership role in planning, facilitating or delivering interventions and therapies.	Functions on and contributes to school team in planning, facilitating or delivering interventions and therapies whose intensity matches student, group or school needs.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Consults and collaborates at the individual, family, group and systems levels to implement effective instruction and intervention services.			
<i>In addition to the characteristics of Effective:</i> Mentors and leads other professionals in the design and implementation of interventions and therapies that support effective instruction.	Consults and collaborates with student, family and educators to design and implement interventions and therapies that support effective student instruction.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Implements EBPs within a multi-tiered framework.			
<i>In addition to the characteristics of Effective:</i> Mentors or provides professional development in the selection and use of EBPs in a continuum of service delivery models.	Seeks out and EBPs in the implementation of interventions and therapies within a continuum of service delivery models that are dynamic and appropriate for students.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Identifies, provides and/or refers for supports designed to help students overcome barriers that impede learning.			
<i>In addition to the characteristics of Effective:</i> Continuously evaluates, monitors and/or adjusts supports identified to help students overcome barriers to learning.	Identifies barriers to learning and provides support or connects students to appropriate resources and/or other professionals.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
5. Promotes student outcomes related to career and college readiness.			
<i>In addition to the characteristics of Effective:</i> Advocates for opportunities that support goal attainment and engage students to further explore goals, develop self-determination skills and promote independence.	Identifies and promotes strategies that support the attainment of community readiness or postsecondary goals, including supporting increased student engagement and promotion of independence.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
6. Provides relevant information regarding child and adolescent development, barriers to learning and student risk factors.			
<i>In addition to the characteristics of Effective:</i> Promotes professional development opportunities or mentors on practices related to child and/or adolescent language development, barriers to learning and risk factors.	Provides students, families and educators with information on EBPs related to child and/or adolescent language development, barriers to learning and awareness and prevention of communication disorders.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.



Domain D: Learning Environment (SLP)			
<i>Highly Effective</i>	<i>Effective</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>
1. Collaborates with teachers and administrators to develop and implement schoolwide PBS.			
<i>In addition to the characteristics of Effective:</i> Collaborates with educators and/or families to generalize positive behavior supports across settings.	Consistently implements and maintains PBS in order to effectively manage student behavior in the therapeutic environment.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).			
<i>In addition to the characteristics of Effective:</i> Solicits other stakeholders' perspectives on behalf of students and, when appropriate, engages the involvement of families in therapeutic intervention.	Consistently optimizes service delivery time to actively engage students throughout the therapeutic environment to ensure student participation.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Promotes safe school environments.			
<i>In addition to the characteristics of Effective:</i> Interacts with school community to support a safe and accessible environment conducive to student engagement and learning throughout the school setting.	Consistently establishes a therapeutic environment conducive to student engagement and learning.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Integrates relevant cultural issues and contexts that impact family-school partnerships.			
<i>In addition to the characteristics of Effective:</i> Promotes understanding of cultural issues and knowledge of language differences versus language disorders among stakeholders.	Consistently reflects sensitivity to cultural issues and knowledge of language differences versus language disorders when interacting with students and families and when making intervention decisions.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

**Domain E: Professional Learning, Responsibility and Ethical Practice (SLP)**

<i>Highly Effective</i>	<i>Effective</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>
1. Develops a personal, professional growth plan that enhances professional knowledge, skills and practice and addresses areas of need on the evaluation.			
<i>In addition to the characteristics of Effective:</i> Solicits feedback from supervisors and colleagues and initiates activities or modifies plan 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, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Engages in targeted professional growth opportunities and reflective practices (e.g., PLC).			
<i>In addition to the characteristics of Effective:</i> Facilitates professional learning activities and initiates activities that contribute to professional growth of self and others.	Participates in professional learning opportunities and reflective practices consistent with the professional growth plan.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Implements knowledge and skills learned in professional development activities.			
Integrates and applies acquired knowledge and training into professional practice in order to mentor and/or train others.	Implements knowledge and skills learned in professional development activities in professional practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Demonstrates effective recordkeeping skills.			
<i>In addition to the characteristics of Effective:</i> Tracks treatment dosage, tracks the impact of services on student outcomes and uses records to make decisions about the service delivery system.	Maintains complete and accurate records, including documentation of planning, implementation and evaluation of services.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
5. Demonstrates effective oral and written communication skills.			
<i>In addition to the characteristics of Effective:</i> Facilitates communication, and adapts communication style and content to a variety of audiences.	Demonstrates coherent and professional written and oral communication skills.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
6. Complies with national and state laws, district policies and guidelines and ethical educational and professional standards.			
<i>In addition to the characteristics of Effective:</i> Serves as a model for colleagues in displaying high standards of professionalism and ethics in accordance with laws, policies, guidelines and standards.	Complies with applicable laws, rules, guidelines and policies at the federal, state and local levels. Adheres to professional standards, ethics and practices.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

# EMSESEP for Staffing Specialists

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**Domain A: Data-based Decision Making and Evaluation of Practices (Staffing Specialists)**

<i>Highly Effective</i>	<i>Effective</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>
1. Collects and uses data to develop and implement interventions within a problem-solving framework.			
<i>In addition to the characteristics of Effective:</i> Reviews and collects school or district data relevant to the application and problem solving approach in the implementation and development of a school wide plan.	Reviews and collects school based data relevant to the implementation and development of students' individualized plans through the collaboration with other interrelated individuals and professionals that support the student needs.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Analyzes multiple sources of qualitative and quantitative data to inform decision-making.			
<i>In addition to the characteristics of Effective:</i> Provides leadership and facilitation in analyzing, integrating and interpreting data.	Assists relevant individuals with analyzing, integrating and interpreting data from multiple sources including assessments and uses comparisons among previous data collected to determine the student learning needs and instruction, which will drive the learning process	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Uses data to monitor student progress (academic, social/emotional/behavioral) and health and evaluate the effectiveness of services on student achievement.			
<i>In addition to the characteristics of Effective:</i> Uses grade-level, school or district-wide student data to facilitate the monitoring of student progress to evaluate the effectiveness of academic, behavioral and/or health needs and modify interventions and services based on the data collected.	Uses student data to monitor student progress to evaluate the effectiveness of academic, behavioral and/or health needs and create interventions based on the data collected.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Shares student performance data in a relevant and understandable way with students, parents and administrators.			
<i>In addition to the characteristics of Effective:</i> Provides feedback that creates a clear vision of the priority instructional goals for the school and can discuss in a way that is understandable and relevant to the cause and effect relationship between practice and student achievement	Provides feedback on the assessed areas of concern with other data collected on student performance to stakeholders (students, teachers, parents, administrators and school teams) and presents this information in a way that is understandable and relevant to stakeholder interest/needs.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

Domain B: Instruction/Intervention Planning & Design			
<i>Highly Effective</i>	<i>Effective</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>
1. Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral and health interventions and supports.			
<i>In addition to the characteristics of Effective:</i> Uses school or district level data in a problem-solving framework.	Collaborates with appropriate school or district level professionals in a problem solving framework to plan the academic, behavioral and/or health interventions and supports to assist in individual student's needs	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.			
<i>In addition to the characteristics of Effective:</i> Uses grade-level, school or district-wide data to improve student outcomes.	Uses multiple sources of data to facilitate the planning and design of instruction and interventions that promote student achievement and are aligned with school and district improvement plans and state and federal mandates.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Applies evidence-based research and best practices to improve instruction/interventions.			
<i>In addition to the characteristics of Effective:</i> Provides leadership and training in the use of evidence-based and best practices to improve student instruction and interventions.	Applies evidence-based and best practices when facilitating the development and planning of student instruction and interventions.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Develops intervention support plans that help the student, family or other community agencies and systems of support reach a desired goal.			
<i>In addition to the characteristics of Effective:</i> Collaborates with community agencies (e.g., Vocational Rehabilitation, Agency for Persons with Disabilities, etc.) to develop systems of support.	Facilitates the development of plans with the collaboration of a team that may involve community agencies (e.g., Vocational Rehabilitation, Agency for Persons with Disabilities, etc.) and other systems of support in an effort to support the student and their family with specific needs.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
5. Engages parents and community partners in the planning and design of instruction/interventions.			
<i>In addition to the characteristics of Effective:</i> Facilitates strategies and engages in the planning	Engages and collaborates with parents and community partners to ensure their input in	Practice is emerging but requires supervision, supports and training or prompts to	Does not demonstrate or ineffectively demonstrates the practice.

and design of student instruction and interventions with input from the parent and community partners.	the planning and design of instruction and interventions.	consistently demonstrate the practice.	
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**Evaluation Rubric Scoring Protocol**

Domain C: Instruction/Intervention Delivery and Facilitation			
<i>Highly Effective</i>	<i>Effective</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>
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, behavioral success and health of all students.			
<i>In addition to the characteristics of Effective: Coordinates and facilitates the collaboration of school-based or district level teams.</i>	Collaborates with a team of school-based personnel to implement multi-tiered supports that address academic, social/emotional behavioral and health success of students.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Consults and collaborates at the individual, family, group and systems levels to implement effective instruction and intervention services.			
<i>In addition to the characteristics of Effective: Coordinates and facilitates students, their families and the appropriate team members.</i>	Consults and collaborates with students, their families and the appropriate team members to support the development and implementation of effective instruction and intervention services that will support the student's needs.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Implements evidence-based practices within a multi-tiered framework.			
<i>In addition to the characteristics of Effective: Coordinates and facilitates the collaboration of appropriate team members.</i>	Collaborates with the appropriate team members to facilitate the implementation of evidence- based practices that are proven to achieve positive student outcomes within a multi-tiered framework.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Identifies, provides and/or refers for supports designed to help students overcome barriers that impede learning.			
<i>In addition to the characteristics of Effective: Provides training and mentoring of professionals of the process.</i>	Assists in the planning and collaboration of professionals through the referral process of a student to determine and adjust supports after student data has been collected and interpreted to develop an effective individualized plan for student	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
5. Promotes student outcomes related to career and college readiness.			
<i>In addition to the characteristics of</i>	Coordinates collaboration with the student,	Practice is emerging but requires supervision,	Does not demonstrate or ineffectively

<i>Effective:</i> Implements activities that promote self-advocacy and transitional needs.	teachers, guidance counselors and other appropriate team members to promote in the self-advocacy and transitional needs related to career and college readiness through self determination which will prepare the student with post school outcome goals.	supports and training or prompts to consistently demonstrate the practice.	demonstrates the practice.
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<b>Domain C: Instruction/Intervention Delivery and Facilitation</b>			
<i>Highly Effective</i>	<i>Effective</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>
6. Provides relevant information regarding child and adolescent development, barriers to learning and student risk factors.			
<i>In addition to the characteristics of Effective:</i> Selects, develops, modifies and/or adapts materials and resources which support learning objectives by addressing student development, student risk factors, varying student learning styles and special needs of the student.	Coordinates and supports collaboration between the school psychologist, [delete "assigned"] teachers and other relevant professionals to help a student's team understand any relevant information regarding the student's risk factors and student development that may be causing barriers to learning.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.



## Evaluation Rubric Scoring Protocol

Domain D: Learning Environment			
<i>Highly Effective</i>	<i>Effective</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>
1. Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.			
<i>In addition to the characteristics of Effective:</i> Coordinates and facilitates collaboration.	Collaborates with educators and administrators to develop and/or implement a school-wide positive behavior support system that includes high expectations for all students	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).			
<i>In addition to the characteristics of Effective:</i> Coordinates a process with educators, students and families about school level activities that will encourage student engagement to reflect an outcome of student achievement and success	Collaborates and consults with educators, students and families to identify the strengths and needs of the student as part of the problem solving and intervention planning process to increase student engagement.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Promotes safe school environments.			
<i>In addition to the characteristics of Effective:</i> Coordinates on the development of classroom management systems.	Consults on the development of classroom management systems that promote healthy, safe and accessible school environments.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Integrates relevant cultural issues and contexts that impact family-school partnerships.			
<i>In addition to the characteristics of Effective:</i> Assists in collaboration among individuals and organizations to improve cultural, social and societal issues that impact family school relationships through planning activities considering individual student's culture, learning styles, special needs and socio-	Identifies relevant cultural, social and societal issues that impact family school relationships and uses the knowledge to problem solve possible prevention and intervention strategies.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

economical background.			
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## Evaluation Rubric Scoring Protocol

Domain E: Professional Learning, Responsibility and Ethical Practice			
<i>Highly Effective</i>	<i>Effective</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>
1. Develops a personal, professional growth plan that enhances professional knowledge, skills and practice; and addresses areas of need on the evaluation.			
<i>In addition to the characteristics of Effective:</i> solicits feedback from supervisors and colleagues and initiates activities or modifies plan 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, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Engages in targeted professional growth opportunities and reflective practices (e.g., PLC).			
<i>In addition to the characteristics of Effective:</i> Facilitates professional learning activities and initiates activities that contribute to professional growth of self and others.	Participates in professional learning opportunities and reflective practices consistent with the professional growth plan.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Implements knowledge and skills learned in professional development activities.			
Integrates and applies acquired knowledge and training into professional practice in order to mentor and/or train others.	Implements knowledge and skills learned in professional development activities into professional practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Demonstrates effective recordkeeping skills.			
<i>In addition to the characteristics of Effective:</i> Facilitates communication, adapts communication style and content to a variety of audiences.	Demonstrates reliable recordkeeping and coherent and professional written and oral communication skills.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
5. Demonstrates effective oral and written communication skills.			
<i>In addition to the characteristics of Effective:</i> Facilitates communication, adapts communication style and content to a variety of audiences.	Demonstrates coherent and professional written and oral communication skills.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

		practice.	
6. Complies with national and state laws, district policies and guidelines and ethical educational and professional standards.			
<i>In addition to the characteristics of Effective:</i> Serves as a model for colleagues in displaying high standards of professionalism and ethics in accordance with laws, policies, guidelines and standards.	Complies with applicable laws, rules, guidelines and policies at the federal, state and local levels. Adheres to professional standards, ethics and practices.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

Evaluation Rubric Scoring Protocol

<b>Name:</b>		<b>Employee ID#:</b>	
<b>Position:</b>	<b>Assignment:</b>		
<b>Evaluator:</b>		<b>Date:</b>	

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>				
<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, behavioral and health 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>				
<i>Domain B Section Comments:</i>				

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 system of supports (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>				
<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 schoolwide 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>				
<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., professional learning community).	<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 skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
E-5. Demonstrates effective oral and written communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
E-6. 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>				

**EVALUATION RUBRIC TOTAL SCORE:**

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*Highly Effective*     
  *Effective*     
  *Needs Improvement*     
  *Unsatisfactory*

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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>

# 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	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 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 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	



## 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