

RHODE ISLAND MODEL

SUPPORT PROFESSIONALS EVALUATION & SUPPORT SYSTEM

EDITION I
GRADUAL IMPLEMENTATION

Roles included in this model: library media specialists*, school nurse teachers*, reading specialists*, school counselors, school psychologists, speech language pathologists, and school social workers

**May be evaluated via teacher evaluation model dependent upon LEA decision and alignment to specific local responsibilities.*



RIDE Rhode Island
Department
of Education

The contents of this guidebook were developed under a Race to the Top grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

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Introduction

We believe that implementing a fair, accurate, and meaningful evaluation and support system for support professionals will help improve student outcomes. The primary purpose of the Rhode Island Model Support Professional Evaluation and Support System (Rhode Island Model) is to help all support professionals do their best work in order to help all students grow and learn.

The Rhode Island Model, grounded in the Educator Evaluation System Standards, calls for annual evaluations that emphasize collaboration and feedback to fuel professional growth. To help ensure fairness and accuracy, the Rhode Island Model relies on multiple measures to assess a support professional's performance.

How to Use the Guidebook

This Guidebook describes the expectations, requirements, and timelines for the Rhode Island Model. To help educators better understand *how* to implement various aspects of the Rhode Island Model, additional resources are available on the RIDE website, including online training modules. Each online module consists of a short, interactive learning experience focused on a specific topic, such as *An Introduction to the Rhode Island Model for Support Professionals*.

The “Online Resource” icon will be used throughout the Guidebook to indicate that a corresponding resource is available on the RIDE website. A list of the available online resources can be found in **Appendix 5**. Please note that additional online modules will be developed over time. Educators can directly access the online resources on the RIDE website at: <http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation.aspx>.



Design of the Model

To ensure that the Rhode Island Model Support Professionals Evaluation and Support System reflects a common vision of educator effectiveness, a working group with representatives of each of the support professional fields met regularly over the past two years to help design the system. More specifically, the support professionals work group:

- Researched existing support professional evaluation tools being used in other states
- Created performance rubrics aligned with the professional standards for each of the support professional roles, and the Rhode Island Code of Professional Responsibility
- Analyzed options and made recommendations for how to best assess a support professional's impact on student learning

In addition to the workgroup, RIDE field tested aspects of the Rhode Island Model Support Professionals Evaluation and Support System during the spring of 2013. Approximately 25 support professionals and evaluators utilized the rubrics and measures of student learning and provided feedback about their field testing experience. This process led to further refinement of the Rhode Island Model based on feedback from support professionals and evaluators who interacted directly with the system.

Timeline for Implementation

The Rhode Island Model Support Professionals Evaluation and Support System will be gradually implemented during the 2013-14 school year, in preparation for full implementation during the 2014-15 school year. Gradual implementation creates an opportunity for support professionals, evaluators, and school/district leaders to learn about and engage with all aspects of the system, with reduced overall requirements. The chart below page provides a side-by-side comparison of the minimum requirements for gradual implementation and full implementation.

Gradual and Full Implementation Minimum Requirements

Element	Gradual Implementation 2013-14	Full Implementation Beginning 2014-15
Evaluation Conferences	<ul style="list-style-type: none"> 1-2 evaluation conference(s) between the support professional and the evaluator 	<ul style="list-style-type: none"> 3 evaluation conferences between the support professional and the evaluator (Beginning, Middle, and End-of-Year)
Professional Growth Goals	<ul style="list-style-type: none"> 1 set at the beginning of the year 	<ul style="list-style-type: none"> At least 1 set at the beginning of the year
Professional Practice and Foundations	<ul style="list-style-type: none"> A minimum of 1 in-person assessment of practice Evidence may also be collected in day-to-day interactions Written feedback is required at least once over the course of the year 	<ul style="list-style-type: none"> A minimum of 3 in-person assessments of practice Evidence may also be collected in day-to-day interactions Written feedback is required at least 3 times over the course of the year
Student Outcome/Learning Objectives	<ul style="list-style-type: none"> Use decision tree to select appropriate combination of Student Learning Objectives and/or Student Outcome Objectives At least 1 per support professional (no more than 4) 	<ul style="list-style-type: none"> Use decision tree to select appropriate combination of Student Learning Objectives and/or Student Outcome Objectives At least 2 per support professional (no more than 4)
Rhode Island Growth Model	<ul style="list-style-type: none"> Included for <i>Contributing Educators</i> only 	<ul style="list-style-type: none"> Included for <i>Contributing Educators</i> only
Final Effectiveness Rating	<ul style="list-style-type: none"> RIDE will collect Final Effectiveness Ratings for informational purposes only 	<ul style="list-style-type: none"> Final Effectiveness Ratings will be used as part of the certification renewal process.

Flexibility Factor

We recognize that the diversity among districts, schools, and educators requires an evaluation and support system that provides flexibility beyond the minimum requirements. Yet it cannot be so flexible that districts or educators are left on their own to navigate a new system without clarity about what is expected.

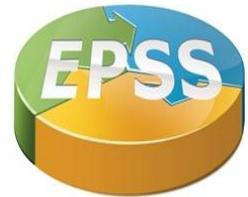
For the aspects of the Rhode Island Model that have room for flexibility and school/district-level discretion, we have clearly separated and labeled different options with a “*Flexibility Factor*.”

Flexibility Factor

The “Flexibility Factor” boxes will be used throughout the guidebook to highlight where schools and districts have an opportunity to customize aspects of the Rhode Island Model and establish policies to meet their local needs.

Educator Performance and Support System (EPSS)

RIDE has developed an online tool, the Educator Performance and Support System (EPSS), to support high-quality evaluation implementation, maximize educators’ time and resources, and provide a single data system for educator evaluation. The EPSS launched at the start of the 2012-13 school year and has been improved for the 2013-14 school year.



Educator Performance Support System (EPSS)

Throughout the guide, we will explain connections to Rhode Island’s new technology platform with boxes that look like this.

The EPSS enhances stakeholder communication, efficiency, and management of the many layers of the evaluation system. More specifically:

- EPSS provides a consistent way to collect, manage, and share qualitative and quantitative data on all three criteria of the Evaluation System: Professional Practice, Professional Foundations, and Student Learning.
- EPSS allows users to manage activities related to the evaluation process, such as scheduling conferences, and facilitating two-way communication between evaluators and educators.

Updated information about the EPSS, including user guides, FAQs, and training opportunities is available on the RIDE website at:

<http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation/EducatorPerformanceandSupportSystemEPSS.aspx>

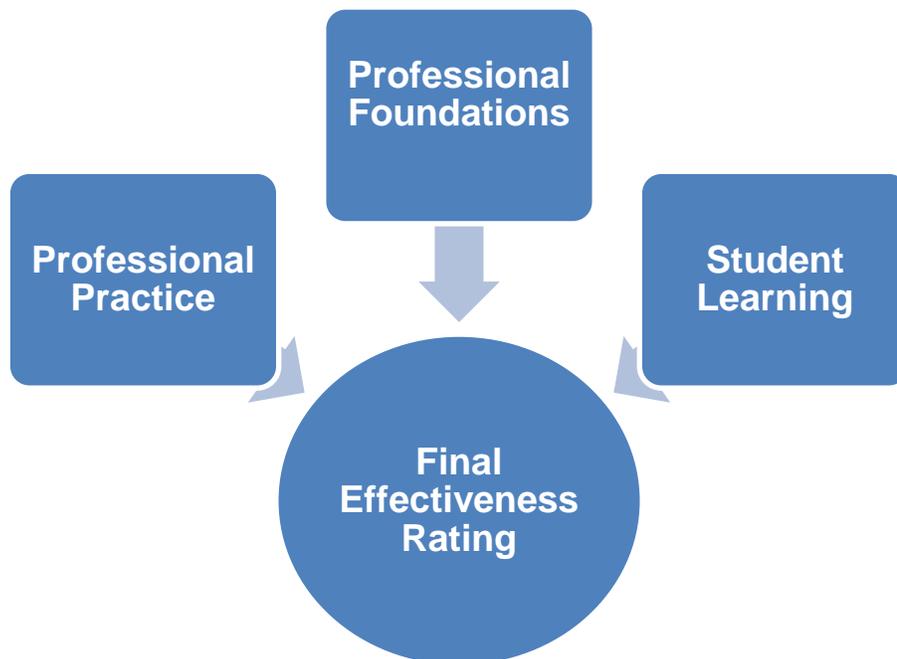
Overview

Evaluation Criteria

The Rhode Island Model relies on multiple measures to paint a fair, accurate, and comprehensive picture of a support professional's performance. All support professionals will be evaluated on three criteria:

1. **Professional Practice** – A measure of effective service delivery as defined in the Support Professionals - Professional Practice Rubric. *Service delivery* refers to services, supports, instruction, programming, and consultation provided by a support professional.
2. **Professional Foundations** – A measure of the contributions support professionals make as members of their learning community as defined in the Professional Foundations Rubric.
3. **Student Learning** – A measure of support professional's impact on student learning through demonstrated progress toward goals (Student Outcome Objectives and/or Student Learning Objectives, with the Rhode Island Growth Model where applicable).

Scores from each of the three criteria will be combined to produce a Final Effectiveness Rating of: **Highly Effective, Effective, Developing, or Ineffective.**

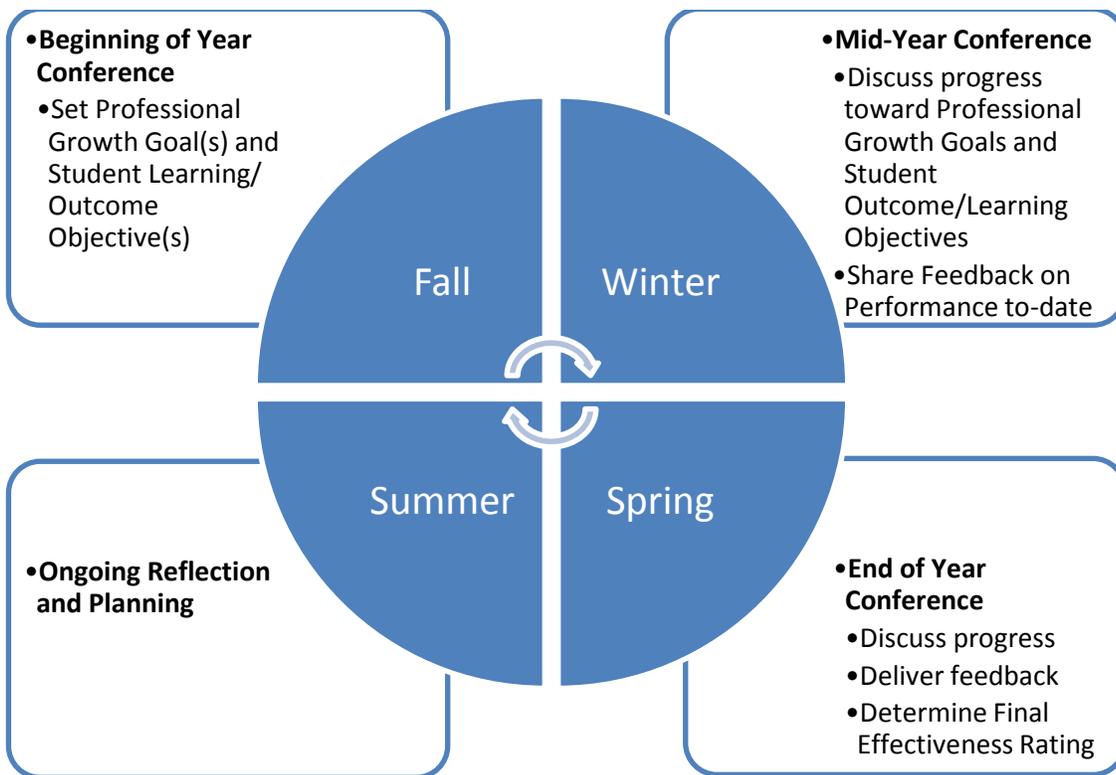


Evaluation and Support Process

Just as support professionals engage students in their own learning and goal setting, it makes sense that adult learning will be most meaningful if goals and strategies for progress come from the learner.

Under the Rhode Island Model, evaluation begins with the *support professional*. While administrators will help support professionals in ensuring alignment, reliability, and rigor, support professionals will begin by reflecting on past performance and setting a professional growth goal(s) and Student Outcome/Learning Objectives.

The evaluation and support process for support professionals is grounded in feedback and reflection and anchored by three evaluation conferences at the beginning, middle, and end of year. The Rhode Island Model is an ongoing cycle of goal setting and improvement, informed by observations of practice, data collection, and reflection. The following chart provides an outline of the process:



Primary and Complementary Evaluators

All support professionals are required to have a primary evaluator who is responsible for the overall evaluation process, including assigning final ratings. In many cases the primary evaluator will be the principal, assistant principal, or special education director, but schools and districts are encouraged to think strategically about who is best positioned to evaluate the various support professional roles. Some districts may also decide to use complementary evaluators to assist primary evaluators (e.g., help collect evidence and provide feedback). All evaluators are required to complete training on the Rhode Island Model.

Ensuring Fairness and Accuracy

To help ensure fairness and accuracy, the Rhode Island Model uses multiple measures to assess performance. We will continue to improve the Rhode Island Model based on feedback from the field and the Technical Advisory Committee, as well as from formal reviews of the data. Additionally,

RIDE will:

- periodically monitor the fidelity of implementation of the evaluation process within schools and districts and adherence to the Rhode Island Educator Evaluation System Standards;
- train evaluators to assign accurate ratings; and
- improve the model in future years based on student achievement and educator development data, state needs, and feedback from educators and the Technical Advisory Committee.

LEAs will:

- ensure that the model is implemented with fidelity by monitoring implementation, reviewing the data produced and decisions made;
- provide procedural safeguards to ensure the integrity of the system, including evaluation appeals;
- respond to support professional's concerns in accordance with district policy and practice, collective bargaining agreements, and/or processes set forth by the District Evaluation Committee; and
- conduct periodic audits of evaluation data and review evaluations with contradictory outcomes (e.g., a support professional has a very high Student Learning score and a very low Professional Practice and Professional Foundations score).

Flexibility Factor

Evaluators:

- Schools and districts have the flexibility to decide who will serve as the primary evaluator for support professionals.
- If district policy or the local collective bargaining agreement allows for the use of complementary evaluators schools and districts may also choose to select individuals based within or outside the school or district in which they serve as evaluators.

Support and Development

Professionals in every field learn from each other all the time. They see each other in action, give and receive feedback, and provide examples to emulate in the pursuit of higher achievements. But for many educators, who spend the majority of their days working independently with students, intentionally carving this time into work lives becomes even more important. Unless educators are purposeful about building collaborative space, both within schools and virtually, a year can go by before they realize that they have been working in silos the whole time.

This evaluation system encourages educators to step outside their silos, observe and learn best practices from each other, and work collaboratively. Because every district is different, support and development may not look exactly the same for everyone. However, the Rhode Island Model is designed to support educator development by:

- **Outlining high expectations** that are clear and aligned with school, district, and state priorities;
- **Establishing a common vocabulary** for meeting expectations;
- **Encouraging student-focused conversations** to share best practices and address common challenges;
- **Grounding professional development** in data-driven collaboration, conferencing, observation, and feedback to meet shared goals for student achievement; and
- **Providing a reliable process** for educators to focus yearly practice and drive student learning.

Evaluation Conferences (Beginning/Middle/End)

Evaluation conferences are consistently cited by Rhode Island educators as one of the most valuable aspects of the Rhode Island Model. The three evaluation conferences each year represent an opportunity to promote dialogue about continuous improvement. These in-person conferences can enliven two-way discussion about ways to effectively guide students toward greater achievement.

Beginning-of-Year Conference: Educator and evaluator discuss the educator’s past performance, Professional Growth Plan, Student Outcome/Learning Objectives, and the year ahead.

Mid-Year Conference: Educator and evaluator discuss all aspects of the educator’s performance to date, including Professional Practice, Professional Foundations, progress on his or her Professional Growth Plan, and toward Student Outcome/Learning Objectives. In some cases, Professional Growth Plans and Student Outcome/Learning Objectives may be revised based on discussion between the educator and evaluator.

Flexibility Factor

Evaluation Conferences:

The length of each conference is decided at the local level, though we recommend at least 15 minutes per conference. Conference length should match the purpose of the conference to meet stated goals.

LEAs also have flexibility with when and how the Evaluation Conferences are scheduled.

Educator Performance Support System

Districts maximizing the EPSS will have the opportunity to manage their evaluation caseload through EPSS’s scheduling system. The system enables evaluators to map out their year and communicate key conference timelines with their educators.

The EPSS will also facilitate the conferencing process through the collection of information in preparation for evaluation conferences.

While Final Effectiveness Ratings are not determined until the end of the evaluation cycle, the Mid-Year Conference is an important point in the year when specific concerns should be addressed if they indicate that an educator might earn a final rating of *Developing* or *Ineffective*. Educators should already be aware of specific concerns through ongoing feedback and prior documentation so that they are not addressed for the first time at the conference. If the educator is struggling, and has not started an Improvement Plan by the time of the Mid-Year Conference, this is an opportunity to craft an initial plan together.

End-of-Year Conference: Educator and evaluator review summative feedback on

Professional Practice and Professional Foundations and discuss progress toward the Student Outcome/Learning Objectives. Educator and evaluator will also discuss progress toward the educator’s Professional Growth Plan. During or soon after the conference, the evaluator finalizes and shares the educator’s Final Effectiveness Rating for the school year.

Evaluation conferences require significant preparation. **Appendix 1** contains sample planning tools that support professionals and their evaluators may wish to use as they prepare for each conference.

Professional Growth Plans

All support professionals will create a Professional Growth Plan at the beginning of the year. This plan requires one concrete goal to focus professional development throughout the year. More specifically, the Professional Growth Plan should be:

- based on the support professional's past performance (e.g., prior evaluation or self-assessment) or a school or district initiative (e.g., transitioning to Rtl);
- specific and measurable, with clear benchmarks for success;
- aligned with the Professional Practice and/or Professional Foundations Rubrics; and
- discussed and finalized during or directly after the Beginning-of-Year Conference.

Adjusting a Professional Growth Plan at the Mid-Year Conference

While it is ideal to establish a goal at the beginning of the year which is ambitious and realistic, the Mid-Year Conference provides a formal opportunity for the support professional and evaluator to review the Professional Growth Plan and make adjustments if necessary. This could happen if the goal is achieved before the end of the year or if planned activities are not possible.

Performance Improvement Plans

A Performance Improvement Plan provides intensive support for support professionals who are not meeting expectations. A Performance Improvement Plan may be utilized at any time during the school year, but must be put in place if a support professional receives a Final Effectiveness Rating of *Developing* or *Ineffective*.

A support professional who has a Performance Improvement Plan will work with an improvement team to assist him or her to develop the plan. An improvement team may consist solely of the support professional's evaluator or of multiple people, depending on the support professional's needs and the school and district context. More specifically, Performance Improvement Plans should identify specific supports and support professional actions and establish a timeline for improvement, as well as frequent benchmarks and check-ins.

Flexibility Factor

Professional Growth Plans:

- Schools and districts may determine that a school-wide approach for one professional growth goal is preferable. It is also important that support professionals are able to set individual goals designed to meet their professional improvement needs identified through past performance. This may result in some support professionals establishing two professional growth goals as part of their PGP.
- Support Professionals may develop multi-year Professional Growth Plans with annual benchmarks, activities, and expected results.

The Educator Evaluation System Standards require districts to establish personnel policies that use evaluation information to inform decisions. A support professional who does not demonstrate sufficient improvement may be subject to personnel actions, according to district or school policies.

Professional Practice and Foundations

Professional Practice

The Professional Practice Rubric (**Appendix 6**) represents the Rhode Island Model's definition of effective service delivery. More specifically:

- The Professional Practice rubric consists of 8 components organized into 2 domains.
- The Professional Practice Rubric is aligned with the professional standards of the 7 support professional roles.
- The Professional Practice Rubric is a holistic scoring tool, not an in-person assessment or conference tool. Evaluators should use the Professional Practice/Foundations feedback form to deliver feedback at least three times during the school year.
- The components are scored holistically according to the rubric at the end of the school year, based on evidence collected during the entire school year. Some evidence can be seen in action (e.g., use of effective communication) and others may require artifact review (e.g., plans effectively for service delivery).
- Scoring bands will be used to determine the overall Professional Practice rating as *Exemplary*, *Proficient*, *Emerging*, or *Unsatisfactory*.

Professional Foundations

Support Professionals' roles extend beyond the 2 domains of the Professional Practice Rubric. The Rhode Island Model recognizes the additional contributions support professionals make to their school community through the Professional Foundations Rubric (**Appendix 7**). More specifically:

- The Professional Foundations Rubric includes 6 components that are aligned with local and national standards related to individual support professional disciplines and the RI Code of Professional Responsibility.
- The Professional Foundations Rubric is a holistic scoring tool, not an observation or conference tool. Evaluators should use the Professional Practice/Foundations feedback form to deliver feedback at least 3 times during the school year.
- The components are scored holistically according to the rubric at the end of the school year, based on evidence collected during the entire school year. Some evidence can be seen in action (e.g., use of effective communication) and others may require artifact review (e.g., plans effective for service delivery).
- The components of the Professional Foundations Rubric are also used as part of teacher and building administrator evaluations.
- Support Professionals will be rated on Professional Foundations as *Exceeds Expectations*, *Meets Expectations*, and *Does Not Meet Expectations*.

Assessing Professional Practice and Foundations

Educator Performance Support System

Maximizing technology: districts fully maximizing the EPSS system will be able to organize, review, and store artifacts for Professional Practice and Professional Foundations online. Support Professionals will be able to match and submit artifacts for their evaluator to review, provide feedback, and eventually determine the Professional Practice and Professional Foundations ratings.

Many of the components in the Professional Practice and Professional Foundations Rubrics can be seen in action. Examples of Professional Practice and Professional Foundation components that can be assessed in action include: PF3 – Acts on the belief that all students can learn and advocates for students' best interests. An evaluator should have notes that serve as evidence of components seen in action. During evaluation conferences, feedback on this evidence should be integrated into the discussion.

A few components may require artifact review. Examples of Professional Practice and Professional Foundations components that may require artifact review include: Professional Practice 2A - Establishes service delivery and/or program goals and develops a plan to evaluate them.

In some cases it is possible that a Professional Practice or Professional Foundations component may be assessed by seeing it in action and/or reviewing an artifact. Engaging in meaningful professional development (PF6) is a good example of the dual nature of a component. It is possible that an evaluator may directly witness a support professional's participation in professional development and growth. However, it may also be helpful for support professionals to upload a limited number of artifacts to the EPSS that demonstrate their continual learning.

In preparation for the Mid-Year and End-of-Year Conferences, evaluators will review any evidence collected to date. All of the components on the Professional Practice and Professional Foundations Rubrics are to be scored holistically, at the end of the year.

The charts on the following page represent which components we believe can be assessed by seeing it in action, and/or through artifact review. There is an emphasis on assessing components by seeing them in action whenever possible.

Flexibility Factor

Evidence:

Schools and districts have the flexibility to further specify the evidence to be used as artifacts for the Support Professional's Professional Practice and Professional Foundations components.

Professional Practice Components	In Action	Artifact-Driven	Either
1A: Works with educators and families to develop strategies and resources to meet the needs of students.			X
1B: Uses and models effective communication with learners, colleagues and/or stakeholders			X
1C: Creates and/or contributes to an environment of trust, respect, and rapport	X		
2A: Establishes service delivery and/or program goals and develops a plan to evaluate them			X
2B: Plans effectively for service delivery that is based on student data and knowledge of child development			X
2C: Implements service delivery to ensure learners understand, are focused on, and accountable for results	X		
2D: Demonstrates flexibility and responsiveness	X		
2E: Uses appropriate assessments to diagnose or identify and monitor student issues or programmatic progress and to adjust service/program delivery			X

Professional Foundations Component	In Action	Artifact-driven	Either
PF 1: <i>Maintains an understanding of and participates in school/district- based initiatives and activities</i>			X
PF 2: <i>Solicits, maintains records of, and communicates appropriate information about students' behavior, learning needs, and academic progress</i>			X
PF3: <i>Acts on the belief that all students can learn and advocates for students' best interests</i>	X		
PF4: <i>Works toward a safe, supportive, collaborative culture by demonstrating respect for everyone, including other educators, students, parents and other community members, in all actions and interactions</i>	X		
PF5: <i>Acts ethically and with integrity while following federal, state, district, and school policies</i>	X		
PF6: <i>Engages meaningfully in the professional development process and enhances professional learning by giving and seeking assistance from other educators in order to improve student learning</i>			X

NOTE: Support Professionals and evaluators must consider and prioritize the confidential nature of the documents generated from the support professional role. Artifacts deemed confidential are not to be included without appropriate discretion, and following procedural safeguards for confidentiality.

Assessment of Practice/Foundations Requirements:

A critical element of support professionals' evaluation is the assessment of Professional Practice/Foundations through in-person interactions or observations. These in-person assessments should take place at least three times and may occur in multiple settings during the school year. You may assess support professional and Professional Practice/Foundations in-person during activities such as meetings, student group sessions or during instructional time (depending on role, types of activity will vary). Assessment of performance may also be conducted through day-to-day interactions, as long as written feedback is provided to the support professional. Written feedback, based on assessment evidence, must be given to each support professional at least three times each year using the Professional Practice/Foundations Feedback Form.

Flexibility Factor

Artifact Review:

- Districts can decide the specific process for artifact collection and review, including what and how many artifacts will be collected.
- Timelines may also be determined at the local level, but it is important to ensure expectations are clearly communicated to all educators.

Confidentiality Considerations

Many support professionals handle sensitive issues where student and family privacy must be protected by law. This is particularly a consideration with health and mental health related professions (school counselors, school nurse teachers, school psychologists, and school social workers). It is important for evaluators and support professionals to determine a plan at the beginning of the year for how to handle these confidentiality issues for evaluation purposes. For instance, in a scenario where a support professional is working with a student in crisis or another sensitive issue, it is important for the support professional to prioritize the student he/she is working with and arrange a different time for an evaluator to return for an in-person assessment. Evaluators and support professionals should always prioritize student well-being when deciding upon appropriate times to conduct assessments of Professional Practice/Foundations.

Artifact Collection and Review

- The focus of the artifact collection should be on quality rather than quantity.
- All artifacts collected should be clearly connected to the performance descriptors of one or more of the components in the Professional Practice OR Foundations for Support Professionals Rubrics.
- One artifact could be used to demonstrate proficiency on more than one component of the rubrics.
- Artifacts should be collected throughout the course of the year. At the mid-year point a review and check in on progress is included in the Mid-Year Conference.
- Support Professionals may submit brief notes or explanations for why certain artifacts have been submitted if they feel it may not be immediately clear to the evaluator.

Feedback

Written feedback is required at 3 points throughout the school year (based on in-person assessments).

The goal of feedback is to help educators to grow. With this in mind, evaluators should be clear and direct, presenting their comments in a way that feels supportive and constructive. To the extent possible, feedback should be grounded in the language found in the Professional Practice and Foundations rubrics.

Even the most effective educators can improve and should receive constructive feedback. This does not, however, mean that evaluators need to identify an area for development every time they provide feedback. See the next page for additional helpful hints on delivering and receiving feedback.

Helpful Hints for Delivering and Receiving Feedback

When delivering feedback:

- **Deliver feedback as soon as possible.**
- **Use a warm and professional tone.**
- **Be specific.** Include concrete actions or behaviors.
- **Present feedback without delivering a personal opinion.** (“I am seeing this happening in the classroom,” vs. “I like it when I see you doing this in the classroom.”)
- **Discuss next steps.**

When receiving feedback:

- **Approach feedback with an open mind.** It is an opportunity to improve practice.
- **Be an active listener.**
- **Ask questions for clarification.**
- **Use a warm and professional tone.**
- **Take notes.** Capturing the conversation may help you reflect later.

Measures of Student Learning

Improving student learning is at the center of all our work and measuring student learning is a critical part of our support professional's evaluation model. The Rhode Island Model measures a support professional's impact on student learning in two ways: Student Learning Objectives (SLOs) and/or Student Outcome Objectives (SOOs), and the Rhode Island Growth Model (RIGM). Measures of student learning are included in support professional's evaluations because:

- Student learning is a critical measure of support professional effectiveness, even if direct instruction is not the primary role.
- Student learning measures, when combined with assessment of Professional Practice and Professional Foundations, improve the accuracy of the Final Effectiveness Ratings for support professionals.
- Analyzing student learning data is a best practice for self-reflection and increased collaboration around improving service delivery and student outcomes.

Student Learning Objectives and Student Outcome Objectives

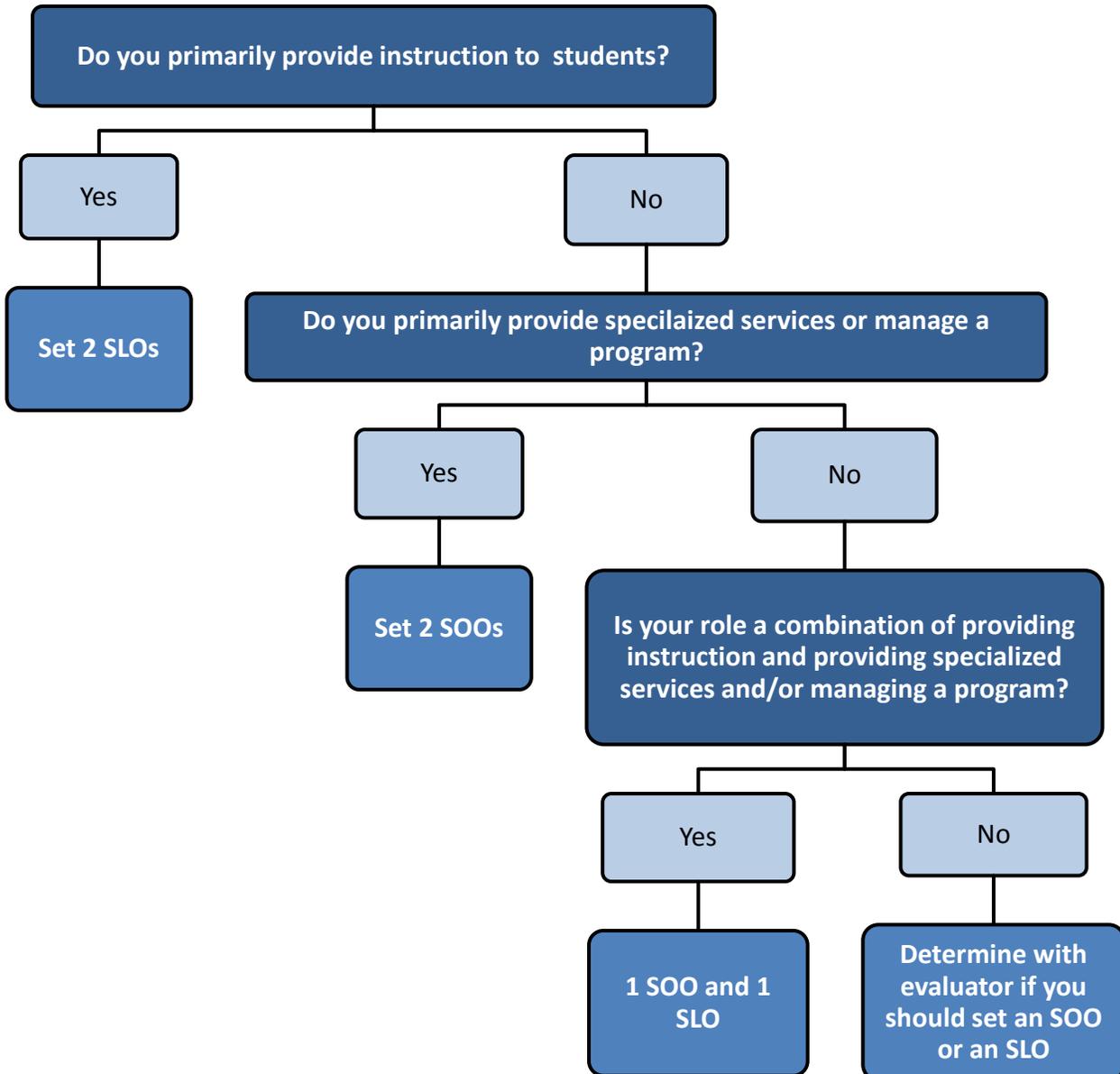
Both SLOs and SOOs can be used as a measure of a support professional's impact on student learning, either directly through demonstrated progress toward specific, measurable goals, or through increasing access to learning. An **SLO** is a long-term academic goal set for groups of students. An **SOO** is a long-term goal that is focused on an outcome that increases access to learning or creates conditions that facilitate learning. Both SLOs and SOOs can be set for the school year or an interval of service delivery/instruction appropriate to their assignment (e.g., a single semester). They must be specific and measurable, based on available student information, and aligned with standards, as well as any school and district priorities where applicable. Additionally:

- **The SLO/SOO process respects the diversity of all support professionals' roles.** The best way to measure student outcomes or student access to learning differs from role to role. These objectives present an opportunity for support professionals to be actively involved in deciding how to best measure the outcomes of goals for their specific population of students, while providing a consistent process for all support professionals across the state.
- **SLOs/SOOs focus educator attention where it matters most: on student outcomes.** Both SOOs and SLOs ask support professionals to think strategically about their impact on student learning, whether through direct instruction or increasing access to learning.

Choosing SLOs or SOOs

This decision tree is used to assist support professionals and special educators in determining whether they should set an SLO, SOO, or a combination of both. The determination of an educator's student learning options is based upon that educator's role. LEAs need to determine what type of student learning measure is most appropriate for the specific positions in their LEA.

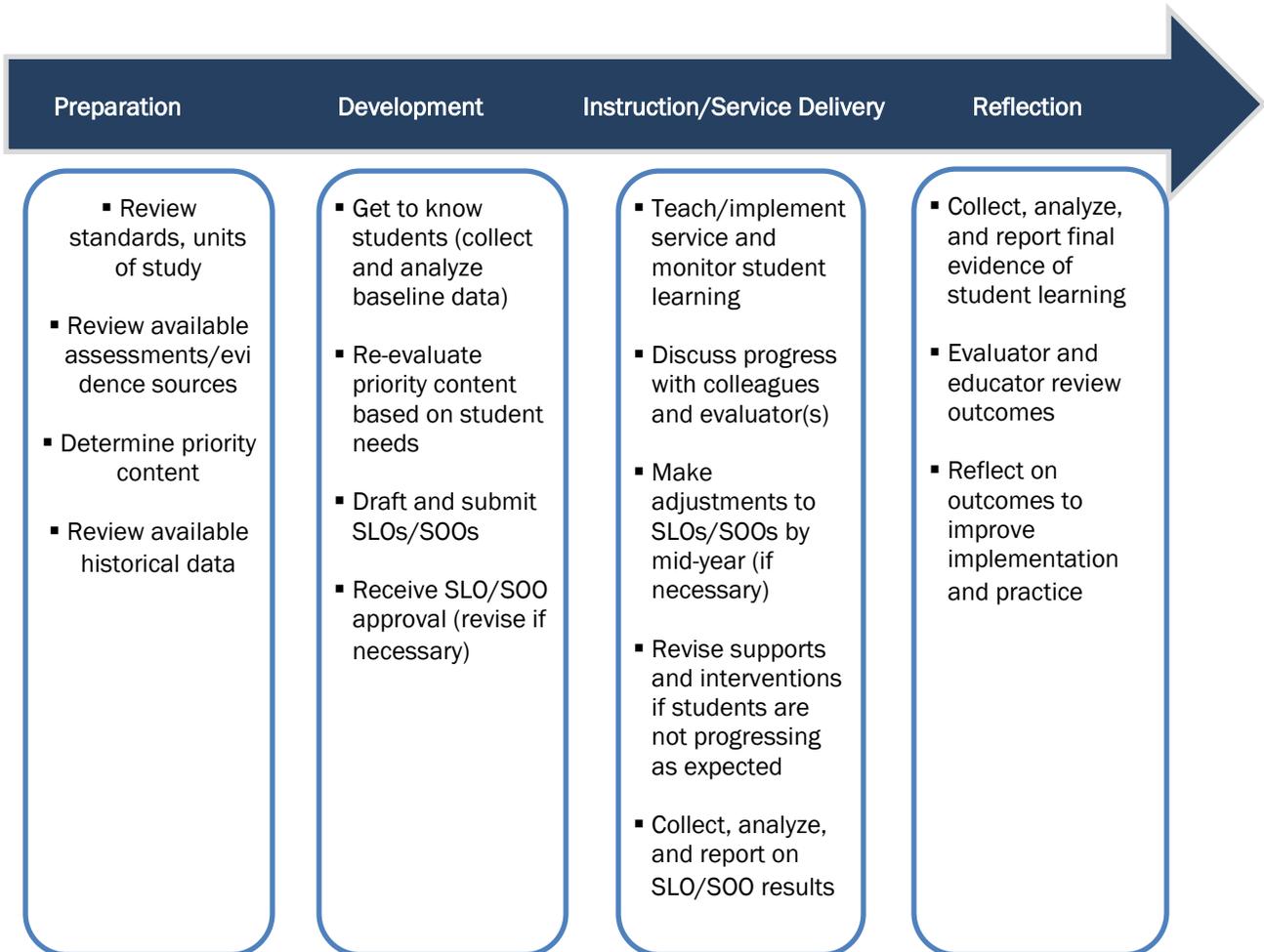
SLO/SOO Decision Tree



The SLO/SOO Process

The process for setting SLOs and SOOs is the same, regardless of whether an educator is setting two SLOs, two SOOs, or one SLO and one SOO. Educators should, whenever possible, work collaboratively with colleagues to set SLOs/SOOs. The process is meant to foster reflection and conversation about the essential curriculum, strategies, and assessment tools used in schools across the state.

The SLO/SOO process mirrors an educator's planning, instruction/service delivery, and assessment cycle as seen by the chart below:



The Anatomy of Student Learning Objectives & Student Outcome Objectives

The SLO and SOO forms are structured to help educators answer three essential questions.

SLO Form:

1. What are the most important knowledge/skill(s) I want my students to attain by the end of the interval of instruction?
2. Where are my students now (at the beginning of instruction) with respect to the objective?
3. Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?

Educator Performance Support System

Educators using the EPSS can write their Student Learning Objectives in the EPSS, submit them to their evaluators for review and approval, and upload evidence toward their attainment. Evaluators can also use the EPSS to approve, give feedback on, and score the educator's Student Learning Objectives.

SOO Form:

1. What is the most important knowledge/skill(s) I want my students to attain by the end of the interval of service?
2. Where are my students now with respect to this objective?
3. Based on what I know about them, where do I expect my students to be with respect to this objective by the end of the interval of service? How will I measure this change?

Anatomy of a Student Learning Objective

Title – A short name for the SLO		
Content Area – The content area(s) to which this SLO applies		
Grade Level – The grade level(s) of the students		
Students – The number and grade/class of students to whom this SLO applies		
Interval of Instruction – The length of the course (e.g., year, semester, quarter)		
Main Criteria	Element	Description
Essential Question: What are the most important knowledge/skill(s) I want my students to attain by the end of the interval of instruction?		
Priority of Content	Objective Statement	<ul style="list-style-type: none"> ▪ Identifies the priority content and learning that is expected during the interval of instruction ▪ The objective statement should be broad enough that it captures the major content of an extended instructional period, but focused enough that it can be measured
	Rationale	<ul style="list-style-type: none"> ▪ Provides a data-driven and/or curriculum-based explanation for the focus of the Student Learning Objective
	Aligned Standards	<ul style="list-style-type: none"> ▪ Specifies the standards (e.g., CCSS, Rhode Island GSEs, GLEs, or other state or national standards) to which this objective is aligned
Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?		
	Baseline Data / Information	<ul style="list-style-type: none"> ▪ Describes students' baseline knowledge, including the source(s) of data/information and its relation to the overall course objectives
Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?		
Rigor of Target	Target(s)	<ul style="list-style-type: none"> ▪ Describes where the support professional expects all students to be at the end of the interval of instruction ▪ The target should be measureable and rigorous, yet attainable for the interval of instruction ▪ In most cases, the target should be tiered to reflect students' differing baselines
	Rationale for Target(s)	<ul style="list-style-type: none"> ▪ Explains the way in which the target was determined, including the data source (e.g., benchmark assessment, historical data for the students in the course, historical data from past students) and evidence that indicate the target is both rigorous and attainable for all students ▪ Rationale should be provided for each target and/or tier
Quality of Evidence	Evidence Source(s)	<ul style="list-style-type: none"> ▪ Describes how student learning will be assessed and why the assessment(s) is appropriate for measuring the objective ▪ Describes how the measure of student learning will be administered (e.g., once or multiple times; during class or during a designated testing window; by the support professional or someone else) ▪ Describes how the evidence will be collected and scored (e.g., scored by the support professional individually or by a team; scored once or a percentage double-scored)

Anatomy of a Student Outcome Objective

<p>Title – A short name for the SOO</p> <p>Content Area – The content area(s) to which this SOO applies</p> <p>Grade Level – The grade level(s) of the students</p> <p>Students – The number of students to whom this SOO applies</p> <p>Interval of Service – The interval of service defines the period to which the SOO applies. It should mirror the length of time in which the support professional is actively working with students, typically one academic year, one semester or a shorter timeframe, as justified by the duration of the service(s) being delivered.</p>		
Main Criteria	Element	Description
<p>Essential Questions: What is the most important knowledge/skill(s) I want my students to attain by the end of the interval of service?</p>		
Priority of Content	Objective Statement	<ul style="list-style-type: none"> The objective statement describes the specific outcome that the support professional is working to achieve. The depth and breadth of the objective statement will vary depending on the Support Professional's role and assignment, but should be specific enough to clarify the focus of the SOO.
	Rationale	<ul style="list-style-type: none"> Provides a data-driven explanation for the focus of the SOO and indicates if it is aligned with a school or district priority.
<p>Essential Questions: Where are my students now with respect to the objective?</p>		
	Baseline Data / Information	<ul style="list-style-type: none"> Information that has been collected or reviewed to support the overall reasoning for the student outcome objective. This information could include survey data, statistics, participation rates, or references to historical trends or observations.
<p>Essential Questions: Based on what I know about my students, where do I expect them to be by the end of the interval of service? How will I measure this?</p>		
Rigor of Target	Target(s)	<ul style="list-style-type: none"> Describe where it is expected for groups of students or the school community as a whole to be at the end of the interval. The targets should be measurable and rigorous, yet attainable.
	Rationale for Target(s)	<ul style="list-style-type: none"> Explains the way in which the target was determined, including the baseline information sources and why the target is appropriate for the group of students or the school community. Explains the way in which the target was determined, including the data source (e.g., benchmark assessment, historical data for the students in the course, historical data from past students) and evidence that indicate the target is both rigorous and attainable for all students. Rationale should be provided for each target and/or tier.
Quality of Evidence	Evidence Source(s)	<ul style="list-style-type: none"> Describes how the objective will be measured and why the evidence source(s) is appropriate for measuring the objective. Describes how the measure of the student outcome will be collected or administered (e.g., once or multiple times; during class time or during a designated testing window; by the support professional or someone else). Describes how the evidence will be analyzed and/or scored (e.g., scored by the support professional individually or by a team of support professionals; scored once or a percentage double-scored).
	Strategies	<ul style="list-style-type: none"> Describe the method, strategies or plan that will be used to achieve your goal.

Students

A support professional's SLO/SOO may include all of the students in the school or focus on subgroups of students (e.g., caseload, specific grade level, course). An individual SLO/SOO that is focused on a subgroup must include all students in that subgroup with which the objective is aligned. An example for a school psychologist is below:

SOO 1: Stress Management			SOO 2: Bullying Prevention		
Section A	Section B	Section C	6 th Grade	7 th Grade	8 th Grade
SOO 1 includes <u>all students in all three sections of the stress management group</u>			SOO 2 includes <u>all students in all 3 grades</u>		

FAQ

Can I write an absenteeism clause into my SLO such as "For those students who are present 80% of the time?"

No, because an SLO/SOO must include all students for the area with which the objective is aligned, and attendance clauses potentially exclude students. Support professionals are responsible for documenting all students' progress toward the objective, including their efforts to reach students with extreme absenteeism. However, your evaluator can take extreme absenteeism into account when scoring the SLO/SOO.

FAQ

I work in a district with high mobility, so my caseload often looks different by January. How do I set targets for students I have never even seen?

You should set your SLOs/SOOs based upon the students who you are responsible for at the beginning of the school year. At mid-year, you and your evaluator should compare the list of students you work with to the one upon which the targets were set. If there are substantial differences, adjust the targets as necessary to include all of the students you work with and exclude students who are no longer on your caseload or in the school.

Baseline Data/Information

Data is information and educators collect information from students every day in order to help them plan effectively, adjust instruction/service delivery, monitor progress, and assess student performance. In order to set appropriate long-term goals for students, support professionals must understand where their students are at the beginning of instruction/service delivery. There are many ways that support professionals understand their students' starting points at the beginning of the year. The methodology chosen should consider:

- Whether there is student assessment data or information from the previous year that could influence the current year's progress (e.g. reading level);
- Sources of available data that shows trends (e.g., survey data, attendance);
- Baseline data from a pre-test may be helpful when it is important to understand students' skill or knowledge level at the beginning of the course/service delivery. These tests could include a support professional-created or commercial assessment and focus on either the current or previous grade's standards and content.

Baseline data/information can be used in two ways for SLOs/SOOs; it can inform the Objective Statement and contribute to setting Targets. In all scenarios baseline data/information is a must; however, **a pre-test/post-test model is not required and, in some cases, might be inappropriate.**

The function of the baseline assessment is to provide information about where students are starting in order to set appropriate targets. This does not mean that it is necessary to pinpoint projected student growth, since some targets may focus on reaching a specific level of proficiency. Support professionals should gather information that helps them understand where their students are in relation to their preparedness to access the material of the class/services.

For more resources and best practices on gathering baseline data/information see the online Module: *Using Baseline Data/Information to Set SLO Targets* on the RIDE website at:



<http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation/OnlineModules.aspx>

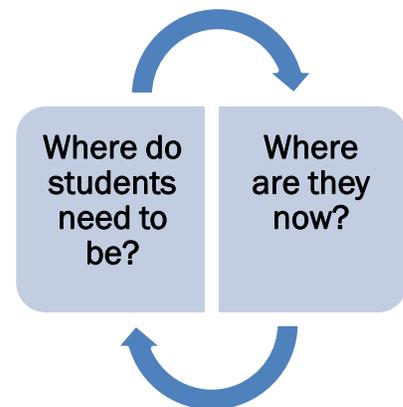
Rigor of Target

Research shows that students learn more when educators set goals for their students' learning. Educators should strive to set goals that are rigorous, yet attainable in their context.

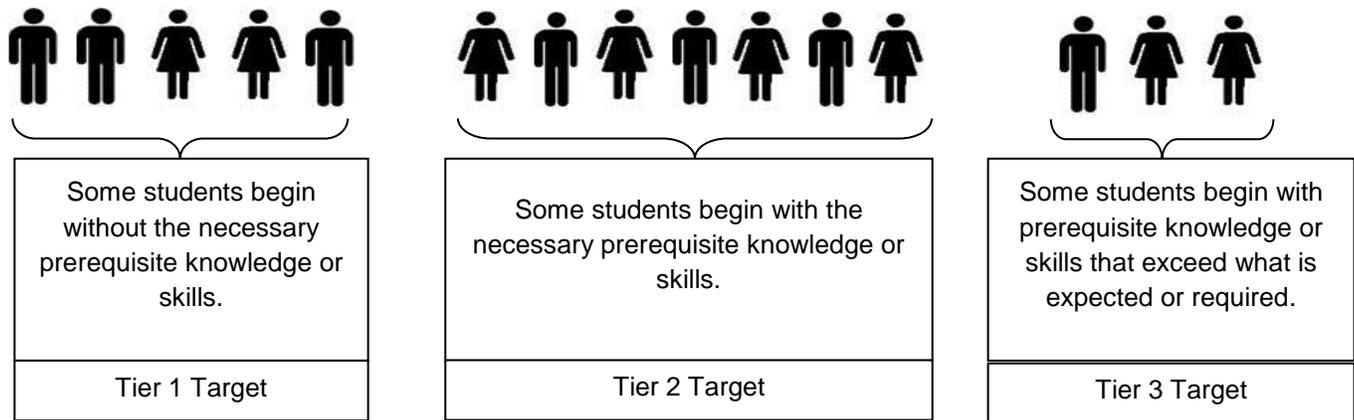
When setting the target(s) for an SLO/SOO the support professional should start by considering what content or skills students need to master in order to succeed in the subsequent course or grade and then determine how far they are from achieving it.

Determining where students need to be includes deciding what that target will look like. Depending on the focus of the Objective Statement, it may be written either as a level of mastery, or in terms of progress.

After the support professional has determined the level of content and skills needed for success, s/he must determine whether progress or mastery is more appropriate. Next, s/he must determine where students stand relative to the end goal by considering baseline data/information. Students arrive with different levels of preparedness for the content/skills. Therefore, targets may be tiered to reflect differentiated expectations for learning.



The following graphic shows one example of how to tier targets based on students' preparedness for the content:



Support professionals who collaborate on SLOs/SOOs should also confer about targets; however the targets for each individual support professional must reflect the actual students in their class(es) or on their caseload. Whether or not SLOs/SOOs are developed individually or with a team, the targets should be analyzed separately for each individual support professional.

Quality of Evidence

High-quality evidence sources are essential for accurately measuring students' learning. In Rhode Island, a variety of evidence sources may be used for SLOs/SOOs, including performance tasks, extended writing, research papers, projects, portfolios, unit assessments, final assessments, survey data, attendance records, etc. A combination of evidence sources may also be used. Assessments may be locally created or purchased from a commercial vendor; all assessments must be reviewed by evaluators.

The evidence source for an SOO may include:

- data on the outcome itself (e.g., truancy rates, survey data on 11th grade students' attitudes toward drinking and driving);
- indicators related to the outcome (e.g., participation in school social events and clubs as an indicator of student engagement); or
- documentation of the action taken on the part of the support professional to move a student, group of students, or the school toward the outcome (e.g., creation of an afterschool fitness club).

Selecting the right evidence source for an SLO is about finding the best assessment for the purpose. In order to make this determination, the question to ask is, "Is this evidence source *aligned* to what is being measured?" Alignment of evidence source refers to:

- **Content** (Ex. The SLO focuses on reading informational text and the evidence source focuses on informational text)
- **Coverage** (Ex. The SLO includes five standards and all five of those standards are addressed by the evidence source)
- **Complexity** (Ex. The SLO addresses a variety of DOK¹ levels and the evidence source includes items/tasks aligned with those DOK levels).

¹ DOK refers to Webb's (2002) Depth of Knowledge Framework, which includes four levels of cognitive demand: Level 1: Recall, Level 2: Skill/Concept, Level 3: Strategic Thinking, Level 4: Extended Thinking. See CAS Criteria & Guidance p. 15.

An assessment may be high-quality for a particular purpose, but if it is not aligned to the content standards of the SLO, it is not the best choice. For example, a particular reading assessment might be good for assessing reading fluency and basic comprehension, but not good for assessing students' ability to analyze the style and form of a text. If the SLO includes analyzing style and form that would not be a good assessment to use, even though it is of high-quality (for assessing fluency and basic comprehension).

Other considerations for determining the quality of an evidence source include format, item type, and administration and scoring procedures. In most cases, the evidence source(s) should be as authentic as possible without being impractical to administer and score.

More information about creating and selecting assessments can be found in the *Comprehensive Assessment System Criteria & Guidance* document, available on the RIDE website at:



<http://www.ride.ri.gov/InstructionAssessment/Assessment/ComprehensiveAssessmentSystemCAS.aspx>

RIDE has also developed an **Assessment Toolkit** to support educators with assessment literacy. The Assessment Toolkit contains four resources:

1. **Creating & Selecting High-Quality Assessments Guidance**
2. **Using Baseline Data and Information Guidance**
3. **Collaborative Scoring Guidance**
4. **Assessment Review Tool**



Educators can access the Assessment Toolkit on the RIDE website at:

<http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation/OnlineModules.aspx>

The table below includes further guidance on selecting high-quality assessments. These Assessment Quality Descriptors represent some of the most important aspects of an assessment to consider. Some of the criteria are inherent to the assessment (e.g., the purpose), while others relate to an educator’s use of the assessment (e.g., the scoring process).

Assessment Quality Guidance

<p>High Quality</p>	<ul style="list-style-type: none"> ▪ Assessment is aligned with its intended use ▪ Assessment measures what is intended ▪ Items represent a variety of DOK levels ▪ Assessment includes a sufficient number of items to reliably assess content ▪ Assessment includes some higher level DOK constructed response items at least one very challenging item ▪ Assessment is grade level appropriate and aligned to the curriculum ▪ Scoring is objective (includes scoring guides and benchmark work), and uses a collaborative scoring process
<p>Moderate Quality</p>	<ul style="list-style-type: none"> ▪ Assessment is loosely aligned to its intended use ▪ Assessment mostly measures what is intended ▪ Items represent more than one level of DOK ▪ Assessment includes a sufficient number of items to reliably assess most content ▪ Assessment is grade level appropriate ▪ Scoring may include scoring guides to decrease subjectivity, and/or may include collaborative scoring
<p>Low Quality</p>	<ul style="list-style-type: none"> ▪ Assessment is not aligned to its intended use ▪ Assessment does not measure what is intended ▪ Items represent only one level of DOK ▪ Assessment includes an insufficient number of items to reliably assess most content ▪ Assessment is not grade level appropriate ▪ Scoring is open to subjectivity, and/or not collaboratively scored

Approving Student Learning/Outcome Objectives

After the SLOs/SOOs are set, they need to be approved by the evaluator. In order for an SLO/SOO to be approved it must be rated as acceptable on three criteria:

1. **Priority of Content:** Is the objective focused on important content/skills or conditions that facilitate access to learning? Is the scope or grain-size appropriate for the interval of instruction or service delivery?
2. **Rigor of Target(s):** Does the numerical target represent an appropriate amount of student learning, student progress, or improvement in conditions that support learning for the interval of instruction or service delivery?
3. **Quality of Evidence:** Will the evidence source(s) provide the information needed to determine if the objective has been met? Is the evidence robust, of high quality, and aligned to the objective?

Evaluators should use the *Approving SLOs Checklist* located in **Appendix 2** and the *Approving SOOs Checklist* located in **Appendix 3**.

Reviewing Student Learning/Outcome Objectives at the Mid-Year Conference

The Mid-Year Conference offers an opportunity for support professionals to review and discuss their students' progress with their evaluators. Support professionals and evaluators should work together to ensure students' learning needs are effectively addressed through service delivery. If students are not progressing as expected, the support professional and evaluator should collaborate to revise the supports and interventions in place to help accelerate student progress.

If at the Mid-Year Conference it becomes clear that they are no longer appropriate SLOs/SOOs may be revised. Revisions should be rare, but adjustments may be made if:

- **Schedule or assignment has changed significantly**
- **Class or caseload compositions have changed significantly**
- **New, higher-quality sources of evidence are available**
- **Based on new information gathered since they were set, objectives fail to address the most important learning challenges in the classroom/school.**

There may be extenuating circumstances that do not fit these four categories in which the evaluator must use professional judgment.

Scoring Student Learning/Outcome Objectives

Prior to the End-of-Year Conference support professionals should submit their SLO/SOO data to their evaluator. The evaluator is then responsible for reviewing the data and scoring each SLO/SOO individually. Once individual SLOs/SOOs are scored, an overall SLO/SOO rating will be calculated using the scoring tables in **Appendix 4**.

Scoring Individual Student Learning/Outcome Objectives

The process for scoring individual SLOs/SOOs begins with a review of the available evidence submitted by the support professional, including a summary of the results. Evaluators will score each individual SLO/SOO as *Exceeded*, *Met*, *Nearly Met*, or *Not Met*.

Flexibility Factor

Scoring Individual SOOs/SLOs:

- LEAs have the flexibility to further define the individual SLO/SOO scoring guidance.
- RIDE has developed additional SLO/SOO scoring guidance that applies percentages to the categories of *Exceeded*, *Met*, *Nearly Met*, or *Not Met*. The guidance can be found on page 34.
- LEAs can choose to adopt RIDE’s percentages, or develop their own.

Individual Student Learning/Outcome Objective Scoring Guidance

Exceeded

- This category applies when all or almost all students met the target(s) and many students exceeded the target(s). For example, exceeding the target(s) by a few points, a few percentage points, or a few students would not qualify an SLO/SOO for this category. This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s).

Met

- This category applies when all or almost all students met the target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered “Met”. The bar for this category should be high and it should only be selected when it is clear that the students met the overall level of attainment established by the target(s).

Nearly Met

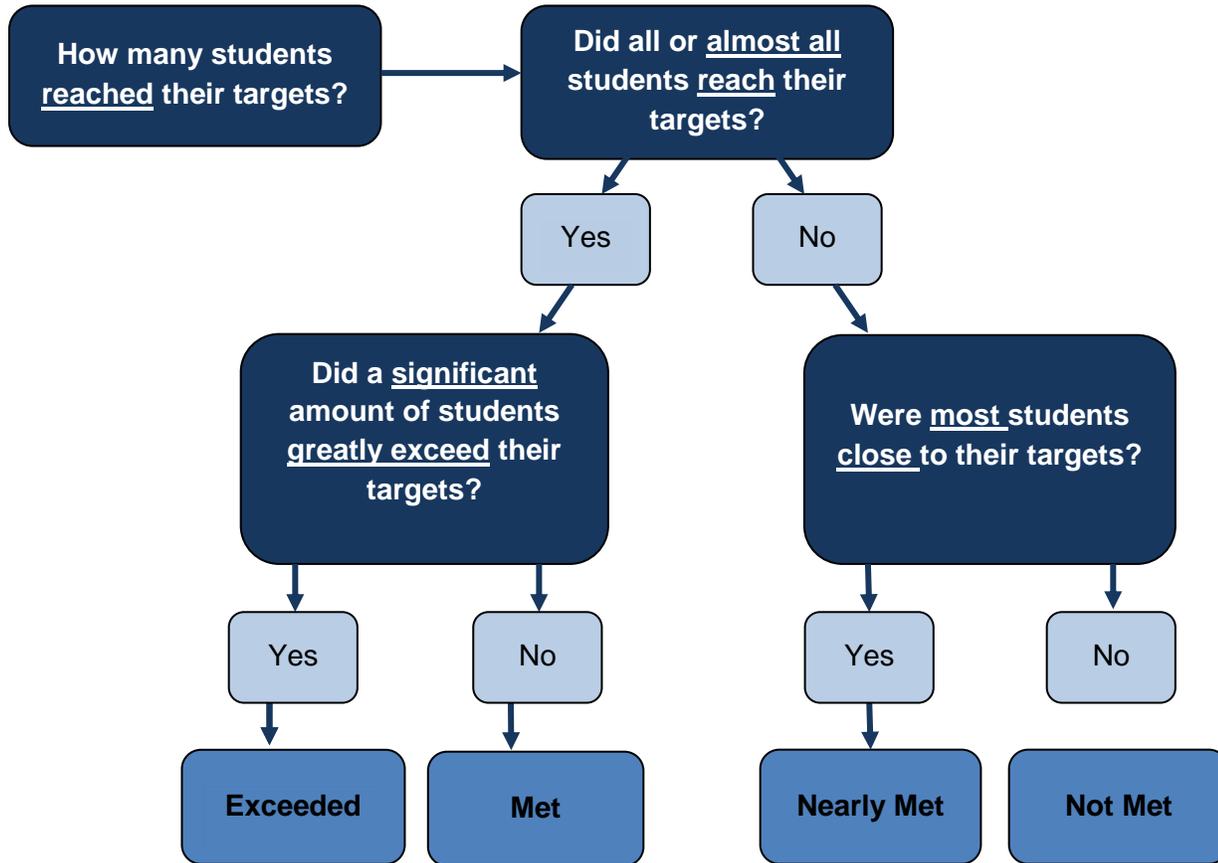
- This category applies when many students met the target(s), but the target(s) was missed by more than a few points, a few percentage points, or a few students. This category should be selected when it is clear that students fell short of the level of attainment established by the target(s).

Not Met

- This category applies when the results do not fit the description of what it means to have “Nearly Met”. If a substantial proportion of students did not meet the target(s), the SLO/SOO was not met. This category also applies when results are missing, incomplete, or unreliable.

Student Learning/Outcome Objective Scoring Process Map

The SLO/SOO Scoring Process Map below outlines the specific steps an evaluator should take to determine if individual SOOs/SLOs are *Exceeded*, *Met*, *Nearly Met*, or *Not Met*.



Additional Student Learning/Outcome Objective Scoring Guidance

To help further clarify the definitions of *Exceeded*, *Met*, *Nearly Met*, and *Not Met*, RIDE has developed the following scoring guidelines that LEAs can choose to adopt.

Not Met	Nearly Met	Met	Exceeded
<ul style="list-style-type: none"> <70% of students met their target 	<ul style="list-style-type: none"> 70-89% of students met their target 	<ul style="list-style-type: none"> At least 90% of students met their target 	<ul style="list-style-type: none"> At least 90% of students met their target AND 25% of students exceeded their target

NOTE: The additional SLO/SOO scoring guidance does not eclipse local LEA policy. LEAs have the flexibility to adopt or adapt the additional SLO/SOO scoring guidance or chose to continue to use the *Exceeded*, *Met*, *Nearly Met*, and *Not Met* descriptions exclusively.

Scoring Student Learning/Outcome Objective Sets

Once individual SLOs/SOOs are scored, the SLO/SOO Set Scoring Tables will be used to determine an overall SLO/SOO rating of *Exceptional Attainment*, *Full Attainment*, *Partial Attainment*, or *Minimal Attainment*. The SLO/SOO Set Scoring Tables be found in **Appendix 4**.

.Student Learning/Outcome Objective Set Scoring Guidance

Exceptional Attainment	<ul style="list-style-type: none">• Results across SLOs/SOOs indicate superior student mastery or progress. This category is reserved for the educator who has surpassed the expectations described in their SLOs/SOOs and/or demonstrated an outstanding impact on student learning.
Full Attainment	<ul style="list-style-type: none">• Results across SLOs/SOOs indicate expected student mastery or progress. This category is reserved for the educator who has fully achieved the expectations described in their SLOs/SOOs and/or demonstrated a notable impact on student learning.
Partial Attainment	<ul style="list-style-type: none">• Results across SLOs/SOOs indicate some student mastery or progress. This category applies to the educator who has partially achieved the expectations described in their SLOs/SOOs and/or demonstrated a moderate impact on student learning.
Minimal Attainment	<ul style="list-style-type: none">• Results across SLOs/SOOs indicate insufficient student mastery or progress. This category applies to the educator who has not met the expectations described in their SLOs/SOOs or the educator who has not engaged in the process of setting and gathering results for SLOs/SOOs

The Rhode Island Growth Model

The Rhode Island Growth Model (RIGM) is a statistical model that measures students' achievement in Reading and Mathematics by comparing their growth to that of their academic peers. It does not replace the proficiency data from state assessments. Rather, the RIGM enables us to look at growth in addition to proficiency to get a fuller picture of student achievement.

Using this model, we can calculate each student's progress relative to their academic peers on the NECAP Math and Reading tests for grades 3-7. Academic peers are students who have scored similarly on the NECAP in the past. Because all students' scores are compared only to those of their academic peers, students at every level of proficiency have the opportunity to demonstrate growth in their achievement.

The 2013-14 school year marks the first time that teachers and support professionals who have been designated by their LEA as contributing educators in math and reading in grades 3-7 will have their RIGM rating factored into their Final Effectiveness Rating. Building administrators who oversee students in grades 3-7 will also have their RIGM rating factored into their Final Effectiveness Rating



The RIDE website features an expanding set of resources and tools to help educators and parents understand how the various components of the Rhode Island Growth Model are calculated, some of the useful features of the Model, and how it can be used in the future. Current offerings include:

- A **four-part series of recorded training modules** to help educators understand how student growth is calculated, represented, and used in the evaluation process.
- A **Growth Model Visualization tool** that allows educators, parents, students, and policy makers to view district- and school-level data for all public Rhode Island schools.
- **Answers to frequently asked questions** about the Rhode Island Growth Model, including and a **glossary of terms** that every evaluator and educator should understand.
- A **ready-to-print brochure** about the use and purpose of the Rhode Island Growth Model.

These online resources will be expanding in the weeks and months ahead and can be accessed on the RIDE website at:

<http://www.ride.ri.gov/InstructionAssessment/InstructionalResources/TheRhodeIslandGrowthModel.aspx>

Calculating a Final Effectiveness Rating

Educator Performance Support System

The EPSS will automatically complete many of the steps involved with calculating a building administrator's final effectiveness rating. For example, after evaluators input individual Student Learning/Outcome Objective scores, the EPSS will calculate the overall Student Learning/Outcome Objectives rating.

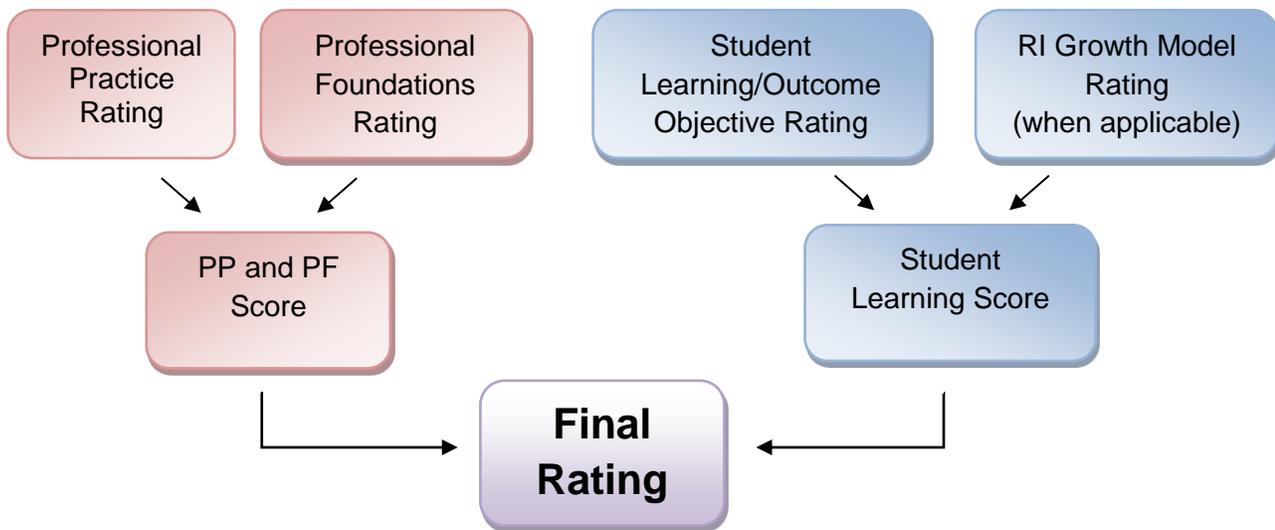
The EPSS will also be used to collect and report final effectiveness ratings to RIDE.

The Final Effectiveness Rating for support professionals will combine an individual's Student Learning score and Professional Practice and Professional Foundations score. Educators will receive one of four Final Effectiveness Ratings:

- **Highly Effective (H)**
- **Effective (E)**
- **Developing (D)**
- **Ineffective (I)**

The chart below shows how the scores for Professional Practice, Professional Foundations, Student Outcome/Learning Objective, and (when applicable) the Rhode Island Growth Model combine to produce the Final Effectiveness Rating. The section that follows explains how a series of matrices is used to calculate this rating.

Components of Final Effectiveness Rating



Step 1 – Calculate a Professional Practice Rating

- The evaluator refers to all available data related to the support professional's performance over the course of the year, including any artifacts, observation notes, and written feedback they have provided.
- The evaluator reviews performance descriptors for each Professional Practice component and selects the level for each component which best describes the support professional's performance for the year. If a support professional's performance does not neatly fit descriptors at a single performance level, the evaluator will choose the level that is the closest overall match. Each performance level has an assigned numerical point value.
- The scores for each of the eight components will be added together to get a total Professional Practice Rubric score (total will be between 8 and 32).
- The following bands of scores will be used to determine the Professional Practice Rating:

Exemplary = 29-32

Proficient = 22-28

Emerging = 15-21

Unsatisfactory = 8-14

Step 2 – Calculate a Professional Foundations Rating

- The evaluator refers to all available data related to the support professional's performance over the course of the year, including any artifacts, observation notes, and written feedback they have provided.
- The evaluator reviews performance descriptors for each Professional Foundations component and selects the level for each component which best describes the support professional's performance for the year. If a support professional's performance does not neatly fit descriptors at a single performance level, the evaluator will choose the level that is the closest overall match. Each component must receive one whole number score. Each performance level has an assigned numerical point value.
- The scores for each of the six components will be added together to get a total Professional Foundations Rubric score (total will be between 6 and 18).
- The following bands of scores will be used to determine the Professional Foundations Rating:

Exceeds Expectations = 17-18

Meets Expectations = 12-16

Does Not Meet Expectations = 6-11

Step 3 – Combine Professional Practice and Professional Foundations to form “PP and PF” Score

- The matrix pictured below, will be used to determine the PP and PF score, on a scale of 4 to 1. In the example below, the support professional received a Professional Practice rating of *Emerging* and a Professional Foundations Rating of *Meets Expectations*. These combine to form a PP and PF score of 2.

Matrix Used for All Educators

		Professional Practice			
		Exemplary	Proficient	Emerging	Unsatisfactory
Professional Foundations	Exceeds Expectations	4	4	2	2
	Meets Expectations	4	3	2	1
	Does Not Meet Expectations	2	2	1	1

Step 4 – Calculate a Student Learning/Outcome Objective Rating

- Evaluators will score each individual Student Outcome/Learning Objective as *Exceeded, Met, Nearly Met, or Did Not Meet*.
- Once individual Student Learning/Outcome Objectives are scored, an overall Student Learning/Outcome Objective rating will be calculated using the scoring tables located in **Appendix 4**.
- Sets of Student Learning/Outcome Objectives will receive one of the following ratings:

- **Exceptional Attainment**
- **Full Attainment**
- **Partial Attainment**
- **Minimal Attainment**

Step 5 – Rhode Island Growth Model Rating (if applicable)

- Support professionals who have been designated by their LEA as contributing educators in math and reading in grades 3-7 will receive a Rhode Island Growth Model rating of *Low Growth, Typical Growth, or High Growth*. These ratings will be supplied to support professionals and evaluators by the Rhode Island Department of Education.

Step 6 – Determine an Overall Student Learning Score

- Where applicable, the Student Learning/Outcome Objective Rating will be combined with a Rhode Island Growth Model Rating using the Student Learning Matrix pictured below. For example, if a support professional received a Student Learning/Outcome Objective rating of *Full Attainment* and a Rhode Island Growth Model rating of *Typical Growth*, these two ratings would combine to produce an overall Student Learning score of 3.

Student Learning Matrix

		Student Learning/Outcome Objectives			
		Exceptional Attainment	Full Attainment	Partial Attainment	Minimal Attainment
Growth Model	High Growth	4	4	3	2
	Typical Growth	4	3	2	1
	Low Growth	2	2	1	1

- For support professionals without a Rhode Island Growth Model rating, their Student Learning Objective rating will be their overall Student Learning score (*Exceptional Attainment = 4; Full Attainment = 3; Partial Attainment = 2; Minimal Attainment = 1*).

Step 7 – Combine Scores to Determine Final Effectiveness Rating

- The PP and PF score and the Student Learning score will be combined using the matrix on the following page to establish the Final Effectiveness Rating. In this example, the educator received a Student Learning score of 3 and a PP and PF score of 2, which results in a Final Effectiveness Rating of *Effective*.

PP and PF Matrix

Matrix Used for All Educators		Professional Practice			
		Exemplary	Proficient	Emerging	Unsatisfactory
Professional Foundations	Exceeds Expectations	4	4	2	2
	Meets Expectations	4	3	2	1
	Does Not Meet Expectations	2	2	1	1

Student Learning Matrix

		Student Learning Objectives			
		Exceptional Attainment	Full Attainment	Partial Attainment	Minimal Attainment
Growth Model	High Growth	4	4	3	2
	Typical Growth	4	3	2	1
	Low Growth	2	2	1	1

STUDENT LEARNING

		4	3	2	1
PP x PF	4	HE	E	D	D*
	3	HE	E	D	D
	2	E	E	D	I
	1	D*	D	I	I

Key	
HE	– Highly Effective
E	– Effective
D	– Developing
I	– Ineffective

NOTE: The Rhode Island Model uses matrices to determine a support professional's Professional Practice and Professional Foundations Score (PP and PF Score), Student Learning Score, and Final Effectiveness Rating. All three matrices were developed with educator profiles in mind and were not developed to force a specific distribution of educator performance. Scores on PP and PF, Student Learning, and the Final Effectiveness Ratings are neither random nor limited to a certain percentage.

Appendix 1: Evaluation Conference Planning Tools

BEGINNING-OF-YEAR CONFERENCE	
Objectives:	
<ol style="list-style-type: none"> 1. Set the appropriate tone for the year 2. Review and approve the support professional's draft Student Learning/Outcome Objective(s) and Professional Growth Plan. 	
Pre-work:	
<p>The support professional should:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Draft a Professional Growth Plan (at least one goal). <input type="checkbox"/> Draft at least one Student Learning/Outcome Objective. <input type="checkbox"/> Ensure that your evaluator has access to the items above at an agreed upon time prior to the conference. 	<p>The evaluator should:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review the support professional's prior evaluation data if applicable. <input type="checkbox"/> Review the support professional's Professional Growth Plan. <input type="checkbox"/> Review the support professional's Student Learning/Outcome Objective(s) and any relevant student data
Conversation Agenda:	
<p>Introduction and Overview</p> <ul style="list-style-type: none"> ▪ Review conference objectives <p>Discuss Professional Growth Plan</p> <ul style="list-style-type: none"> ▪ Discuss the rationale for the Professional Growth Plan ▪ Consider how to support this plan <p>Discuss Student Learning/Outcome Objective(s)</p> <ul style="list-style-type: none"> ▪ Review and discuss the relevant student data and Student Learning/Outcome Objective(s) <p>Closing and Follow-up</p> <ul style="list-style-type: none"> ▪ Review any specific follow-up that you identified during the conversation ▪ If appropriate, discuss upcoming in-person assessment of Professional Practice/Foundations 	
Follow-up:	
<ul style="list-style-type: none"> <input type="checkbox"/> If any changes needed to be made to the Professional Growth Plan, those changes should be made by the support professional and the revised plan returned to the evaluator in an agreed upon timeframe for approval (suggested timeframe: within 2 school days). <input type="checkbox"/> If any changes needed to be made to the Student Learning/Outcome Objective(s) those changes should be made by the support professional and the revised forms returned to the evaluator, ideally within two school days for approval. The evaluator should review them immediately and approve the changes if they are acceptable. 	

MID-YEAR CONFERENCE

Objectives:

1. Discuss and reflect on the support professional's performance during the first portion of the year
2. Revisit Professional Growth Plan and update/revise if necessary
3. Revisit Student Learning/Outcome Objective(s) and update/revise if necessary

Conversation Agenda:

Introduction and Overview

- Review conference objectives
- Discuss support professional questions and/or concerns
- Share completed Mid-Year Conference Form

Revisit Student Learning/Outcome Objective(s)

- Ask the support professional to reflect on his/her practice this school year and the impact he or she is having on student learning
- Discuss student learning data and support professional progress toward meeting Student Learning/Outcome Objective(s)
- Review any needed revisions to Student Learning/Outcome Objective(s) and discuss revision timeline

Revisit Professional Growth Plan

- Briefly review progress on Professional Growth Plan and related benchmark data
- Identify revisions to goals and activities to promote support professional growth, if necessary
- If the educator is in danger of being rated "ineffective" or "developing" you must ensure that the goals and benchmarks are appropriate and targeted on areas for development

Review Professional Practice and Professional Foundations

- Share comments from Mid-Year Conference Form

Closing and Follow-up

- Review any specific follow-up that you identified during the conversation
- If appropriate, discuss upcoming announced observation

END-OF-YEAR CONFERENCE

Objectives:

1. Review Professional Growth Plan
2. Discuss Summative Feedback on Professional Practice, Professional Foundations, and Student Learning
3. Discuss/Review Final Effectiveness Rating
4. Plan ahead for next year-discuss potential goals, professional development, and Student Learning/Outcome Objective(s)

Conversation Agenda:

Introduction and Overview

- Review conference objectives
- Discuss support professional's questions and/or concerns

Professional Growth Plan

- Discuss and reflect on Professional Growth Plan and related data
- Based on all available evidence, what are the support professional's strengths and areas for development?
- Review Student Learning/Outcome Objectives
- Review data and discuss attainment of individual Student Learning/Outcome Objectives
- Discuss the Student Learning/Outcome Objectives process, in particular:
 - What did the support professional learn about the teaching and learning through the process of setting and monitoring Student Learning/Outcome Objectives?
 - What did the support professional learn about their practice through the process of setting and monitoring Student Learning/Outcome Objectives?
 - What might the support professional do differently next year, based upon their Student Learning/Outcome Objectives?
 - Share the overall Student Learning/Outcome Objective rating, along with any rationale and summative feedback

Professional Practice and Professional Foundations

- Share the overall PP and PR ratings, along with any rationale and summative feedback

Final Effectiveness Rating and Follow-up

- Discuss the overall Final Effectiveness Rating
- Discuss potential goals, personal professional development plans and Student Learning/Outcome Objectives for the year ahead

NOTE: *If Student Learning/Outcome Objective data is not available at the time of the End-of-Year Conference, the evaluator should still share the overall Professional Practice and Professional Foundations ratings. Once the Student Learning/Outcome Objective data is available the overall Student Learning rating and the Final Effectiveness Rating can be calculated and shared.*

Appendix 2: Approving Student Learning Objectives Checklist

When reviewing individual SLOs at the beginning of the year, evaluators judge the quality of the main criteria to determine their approvability. Some SLOs will be approvable upon submission, while others might require minor or substantial revisions.

Evaluators should use the checklist below to determine if an SLO is acceptable or needs revision. The main criteria are listed on the left hand side with associated indicators of quality to their right. These indicators specify what is necessary in each criterion for an SLO to be of acceptable.

Main Criteria	Indicators	Acceptable	Needs Revision
<i>Basic Information</i>	▪ The interval of instruction is appropriate		
	▪ Includes all students in the selected course(s)		
	▪ Specific number of students are identified		
Priority of Content	▪ Objective Statement identifies specific knowledge and/or skills students should attain		
	▪ Focuses on appropriate knowledge and/or skills for this course, grade level, and student population		
	▪ Provides a clear explanation of why this content is an appropriate focus and/or area of need		
<i>Baseline Data</i>	▪ Data or information about current student performance is included		
	▪ Data or information helps to ascertain students preparedness to access the Priority of Content		
Rigor of Target	▪ Targets are measurable		
	▪ Targets seem rigorous, yet attainable for all students in the interval of instruction		
	▪ Targets are individualized to the students in the course		
	▪ Targets are informed by baseline data and information		
Quality of Evidence	▪ Assessment(s) measure the identified content/skills of the Objective Statement		
	▪ Assessment is of high-quality		
	▪ Multiple evidence sources are used, when necessary		
	▪ Detailed explanation of assessment administration is included, including how often, when it is administered, and by whom		
	▪ Description articulates how the evidence will be collected and scored (including description of scoring guides, rubrics, or instructions)		
	▪ A collaborative scoring process is used when possible (e.g., a percentage of the evidence will be scored by more than one educator through collaborative scoring, double scoring, or blind scoring)		

Appendix 3: Approving Student Outcome Objectives Checklist

When reviewing individual SOOs at the beginning of the year, evaluators judge the quality of the three main criteria to determine their approvability. Some SOOs will be approvable upon submission, while others might require minor or substantial revisions.

Evaluators can use the checklist below to determine if an SOO is acceptable or needs revision. The main criteria are listed on the left side with associated indicators of quality to their right. These indicators specify what is necessary in each criterion for an SOO to be acceptable.

Main Criteria	Indicators	Acceptable	Needs Revision
<i>Basic Information</i>	<ul style="list-style-type: none"> ▪ The interval of service is appropriate ▪ Specific number of students are identified 		
Priority of Content	▪ Objective Statement identifies specific knowledge and/or skills students should attain or the specific student outcome that will be affected		
	▪ Focuses on appropriate knowledge and/or skills for this course, grade level, and student population		
	▪ Provides a clear explanation of why this content is an appropriate focus and/or area of need		
<i>Baseline Data</i>	▪ Data or information about current student performance or behavior is included		
Rigor of Target	▪ Targets are measurable		
	▪ Targets seem rigorous, yet attainable for all students within the interval of service		
	▪ Targets are informed by baseline data and information		
Quality of Evidence	▪ Evidence source(s) measure the identified content/skills or outcome identified in the Objective Statement		
	▪ Evidence source is of high-quality		
	▪ Multiple evidence sources are used, when necessary		
	▪ Description articulates how the evidence will be collected and analyzed or scored (including description of scoring guides, rubrics, or instructions)		
	▪ A collaborative scoring process is used when possible (e.g., a percentage of the evidence will be scored by more than one educator through collaborative scoring, double scoring, or blind scoring)		
<i>Strategies</i>	▪ Method, strategies, or plan that will be used to achieve the objective are described		

Appendix 4: Student Learning/Outcome Objective Scoring Lookup Tables

Table 1: SLO Scoring Lookup Table for 2 SLOs/SOOs

SLO 1	SLO 2	Final
Exceeded	Exceeded	Exceptional Attainment
Exceeded	Met	Full Attainment
Exceeded	Nearly Met	Full Attainment
Met	Met	Full Attainment
Met	Nearly Met	Full Attainment
Exceeded	Not Met	Partial Attainment
Met	Not Met	Partial Attainment
Nearly Met	Nearly Met	Partial Attainment
Nearly Met	Not Met	Minimal Attainment
Not Met	Not Met	Minimal Attainment

Table 2: SLO Scoring Lookup Table for 3 SLOs/SOOs

SLO 1	SLO 2	SLO 3	Final
Exceeded	Exceeded	Exceeded	Exceptional Attainment
Exceeded	Exceeded	Met	Exceptional Attainment
Exceeded	Exceeded	Nearly Met	Full Attainment
Exceeded	Exceeded	Not Met	Partial Attainment
Exceeded	Met	Met	Full Attainment
Exceeded	Met	Nearly Met	Full Attainment
Exceeded	Met	Not Met	Partial Attainment
Exceeded	Nearly Met	Nearly Met	Partial Attainment
Exceeded	Nearly Met	Not Met	Partial Attainment
Exceeded	Not Met	Not Met	Minimal Attainment
Met	Met	Met	Full Attainment
Met	Met	Nearly Met	Full Attainment
Met	Met	Not Met	Partial Attainment
Met	Nearly Met	Nearly Met	Partial Attainment
Met	Nearly Met	Not Met	Partial Attainment
Met	Not Met	Not Met	Minimal Attainment
Nearly Met	Nearly Met	Nearly Met	Partial Attainment
Nearly Met	Nearly Met	Not Met	Partial Attainment
Nearly Met	Not Met	Not Met	Minimal Attainment
Not Met	Not Met	Not Met	Minimal Attainment

Table 3: SLO Scoring Lookup Table for 4 SLOs/SOOs

SLO 1	SLO 2	SLO 3	SLO 4	Final
Exceeded	Exceeded	Exceeded	Exceeded	Exceptional Attainment
Exceeded	Exceeded	Exceeded	Met	Exceptional Attainment
Exceeded	Exceeded	Exceeded	Nearly Met	Full Attainment
Exceeded	Exceeded	Exceeded	Not Met	Full Attainment
Exceeded	Exceeded	Met	Met	Full Attainment
Exceeded	Exceeded	Met	Nearly Met	Full Attainment
Exceeded	Exceeded	Met	Not Met	Partial Attainment
Exceeded	Exceeded	Nearly Met	Nearly Met	Partial Attainment
Exceeded	Exceeded	Nearly Met	Not Met	Partial Attainment
Exceeded	Exceeded	Not Met	Not Met	Partial Attainment
Exceeded	Met	Met	Met	Full Attainment
Exceeded	Met	Met	Nearly Met	Full Attainment
Exceeded	Met	Met	Not Met	Partial Attainment
Exceeded	Met	Nearly Met	Nearly Met	Partial Attainment
Exceeded	Met	Nearly Met	Not Met	Partial Attainment
Exceeded	Met	Not Met	Not Met	Partial Attainment
Exceeded	Nearly Met	Nearly Met	Nearly Met	Partial Attainment
Exceeded	Nearly Met	Nearly Met	Not Met	Partial Attainment
Exceeded	Nearly Met	Not Met	Not Met	Minimal Attainment
Exceeded	Not Met	Not Met	Not Met	Minimal Attainment
Met	Met	Met	Met	Full Attainment
Met	Met	Met	Nearly Met	Full Attainment
Met	Met	Met	Not Met	Partial Attainment
Met	Met	Nearly Met	Nearly Met	Partial Attainment
Met	Met	Nearly Met	Not Met	Partial Attainment
Met	Met	Not Met	Not Met	Partial Attainment
Met	Nearly Met	Nearly Met	Nearly Met	Partial Attainment
Met	Nearly Met	Nearly Met	Not Met	Partial Attainment
Met	Nearly Met	Not Met	Not Met	Minimal Attainment
Met	Not Met	Not Met	Not Met	Minimal Attainment
Nearly Met	Nearly Met	Nearly Met	Nearly Met	Partial Attainment
Nearly Met	Nearly Met	Nearly Met	Not Met	Partial Attainment
Nearly Met	Nearly Met	Not Met	Not Met	Minimal Attainment
Nearly Met	Not Met	Not Met	Not Met	Minimal Attainment
Not Met	Not Met	Not Met	Not Met	Minimal Attainment

Appendix 5: Online Resources

The Educator Evaluation section of the RIDE website contains a wide variety of resources. These online resources will be updated over time and we encourage educators to check back often.

Educator Evaluation Homepage:

<http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation.aspx>

Rhode Island Model Guidebooks, Addenda, Rubrics, and Forms

<http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation/RIModelGuidebooksForms.aspx>

Rhode Island Model FAQs:

<http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation/RIModelFAQs.aspx>

Online Modules & Tools (including the Assessment Toolkit):

<http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation/OnlineModules.aspx>

In-Person Training:

<http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation/In-PersonTraining.aspx>

Student Learning/Outcome Objectives:

<http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation/StudentLearningOutcomeObjectives.aspx>

Rhode Island Model Professional Practice & Foundations:

<http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation/RIModelProfessionalPracticeFoundations.aspx>

Educator Performance and Support System (EPSS):

<http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation/EducatorPerformanceandSupportSystemEPSS.aspx>

Rhode Island Growth Model:

<http://www.ride.ri.gov/InstructionAssessment/InstructionalResources/TheRhodeIslandGrowthModel.aspx>

Comprehensive Assessment System:

<http://www.ride.ri.gov/InstructionAssessment/Assessment/ComprehensiveAssessmentSystemCAS.aspx>

Questions? Email: edeval@ride.ri.gov

Appendix 6: Support Professional – Professional Practice Rubric

Reading Specialists, School Counselors, School Psychologists, Social Workers, School Nurse Teachers, Speech Language Pathologists and Library Media Specialists

Support Professional - Professional Practice Rubric At A Glance	
DOMAIN 1: COLLABORATION	DOMAIN 2: SERVICE DELIVERY
<ul style="list-style-type: none">A. Works with educators and families to develop strategies and resources to meet the needs of studentsB. Uses and models effective communication with learners, colleagues and/or stakeholdersC. Creates and/or contributes to an environment of trust, respect and rapport	<ul style="list-style-type: none">A. Establishes service delivery and/or program goals and develops a plan to evaluate themB. Plans effectively for service delivery that is based on student data and knowledge of child developmentC. Implements service delivery to ensure learners understand, are focused on, and accountable for resultsD. Demonstrates flexibility and responsivenessE. Uses appropriate assessments to diagnose or identify and monitor student issues or programmatic progress and to adjust service/program delivery

DOMAIN 1: COLLABORATION

1A: Works with educators and families to develop strategies and resources to meet the needs of students

Support Professionals serve as a consultant to the school community providing specialized expertise. They often identify resources and make them available to those who need them. Support Professionals collaborate with key stakeholders to develop strategies that best meet student needs to improve access to curriculum, student learning, and/or school climate.

The elements of component 1A are:

- Collaborates with educators and families
- Develops strategies to improve access to curriculum and/or increase student learning
- Shares or develops resources
- Serves as an expert or consultant to the school community
- Accesses a variety of resources
- Builds partnerships with resources outside of the school

Indicators include:

- All materials and resources are suitable for the students and support the stated goals of service
- Develops partnerships with school, district staff, and external agencies to provide integrated services that meet student needs
- Shares his or her expertise with the school staff to assist them in their work or to respond to school wide issues, problems, or concerns
- Collaborates with families and provides resources and supports to meet the needs of students
- Provides school, district, or external-based resources to appropriate staff and students and gives information about the effective use of the resources
- The support professional recognizes when challenges exist and collaborates with others to provide possible solutions

Possible Examples:

- Develops agendas and other documents that indicate when the educator conducted training, workshops, or parent evenings
- Keeps records of resources that have been made available to others
- Active participation at SIT Meetings, Special Education Advisory Committee, District Wellness Committee, 504 Meetings, and IEP Meetings
- Attends CPT meeting and consults with teachers
- Shares resources in a variety of ways, including electronically
- Provides resources based on specific needs

1A: Works with educators and families to develop strategies and resources to meet the needs of students

LEVEL		CRITICAL ATTRIBUTES
4	<p>The support professional consistently serves as an expert in their field and/or consultant to the school community including teachers, other support staff and families. They seek ways to share their expertise within the school setting and beyond. They also consistently assess the needs of educators, families and students and provide access to appropriate strategies, resources and supports. They build effective partnerships with resources outside of the school setting.</p>	<p>In addition to the criteria for “3”:</p> <ul style="list-style-type: none"> ▪ Provides workshops/in-service professional development to various groups. ▪ Actively seek resources to support students, families, colleagues and shares them. ▪ Ensures that a wide range of resources is available to all. ▪ Serves as a resource for staff members.
3	<p>The support professional serves as a consultant to the school community including teachers, other support staff and families. They locate and maintain resources to support the needs of educators, families and students and provide access to appropriate resources and supports. They are knowledgeable about outside resources and access them when needed.</p>	<ul style="list-style-type: none"> ▪ Shares resources with school community. ▪ Researches various resources. ▪ Proactive. ▪ Attends and actively contributes to meetings such as MDT, CPT, 504 and IEP. ▪ Resources support individual student needs. ▪ Works with school/district leadership to secure resources that meet the needs of students.
2	<p>The support professional serves as a consultant to school community members, other support staff and families but services are inconsistent. They locate resources to support the needs of educators, families and students when requested. They are familiar with outside resources but may not reach out to them when needed.</p>	<ul style="list-style-type: none"> ▪ Attends meetings such as MDT, CPT and IEP. ▪ Locates resources as requested.
1	<p>The support professional declines or resists serving as a consultant to the school community including teachers, other support staff and families. They fail to locate resources to support the needs of educators, families and students or may only do so when directed.</p>	<ul style="list-style-type: none"> ▪ Materials are outdated. ▪ Does not supply resources when asked or only supplies them when being directed to do so by a supervisor. ▪ Reactive.

DOMAIN 1: COLLABORATION

1B: Uses and models effective communication with all stakeholders

Communication is clear and appropriate for students. The support professional communicates with families, faculty and administration as appropriate about student progress and programming. The support professional identifies the appropriate audience, information and timing to communicate student progress and programming details.

The elements of component 1B are:

- Use of oral and written language
- Selecting appropriate information for communication
- Timing
- Mode of communication

Indicators include:

- Consistent communication with stakeholders (while maintaining confidentiality as required by law)
- The Support Professional helps students connect previous experience to current learning
- Information about service deliver and/or the program is provided frequently to families
- Information is provided in a format(s) accessible and understandable to families
- Communication between the Support Professional and families or appropriate faculty members is ongoing and includes students when appropriate

Possible Examples:

- Students share ideas with one another
- Logs of communication with families
- Maintains websites that provide information about events or programs
- Samples of written communication with students, staff, and/or families

1B: Uses and models effective communication with all stakeholders

LEVEL	CRITICAL ATTRIBUTES	
4	<p>The purpose and content of the communication is clear to all and differentiated to meet the needs of the target audience. Various and appropriate forms of communication are used. Dialogue is ongoing. Information about student progress and/or the service delivery is communicated accurately and in an appropriate manner (confidential, timely) using a variety of modes (that meet the needs of the audience).</p>	<p>In addition to the criteria for “3”:</p> <ul style="list-style-type: none"> ▪ Communication with/by support professional and all stakeholders is ongoing; communication is characterized as a dialogue.
3	<p>The purpose and content of the communication is clear to all and the content is appropriate. Information about student progress and/or service delivery is communicated accurately and in an appropriate manner (confidential, timely) using a variety of modes of communication.</p>	<ul style="list-style-type: none"> ▪ Written and oral communication is appropriate and clear for the audience. ▪ Information about student progress and needs is accurate and respects confidentiality and relevant to the stakeholder. ▪ Information about student progress and needs are shared at proper times. ▪ Delivery of information is varied for diverse audiences.
2	<p>The purpose and content of the communication is vague with clarifications needed after initial response from students/stakeholders. Student progress is not communicated regularly or consistently. Responses to stakeholders are minimal using a single mode of communication.</p>	<ul style="list-style-type: none"> ▪ Written and oral communication must be clarified for the audience. ▪ Information about student progress and needs is not consistently sufficient or is sporadic. ▪ Delivery of information is communicated in a single manner and does not recognize the varied needs of stakeholders.
1	<p>The purpose and content of the communication is unclear or confusing to the students/stakeholders. Little or no information is provided to stakeholders. Communication may be characterized as inappropriate and/or insensitive.</p>	<ul style="list-style-type: none"> ▪ Written and oral communication is completely confusing. ▪ Information about student progress and needs is not shared.

DOMAIN 1: COLLABORATION

1C: Creates and/or contributes to an environment of trust, respect, and rapport

Support professionals manage many nuanced relationships with a variety of stakeholders which may include students, families, colleagues, and administrators. Support professionals strive to ensure that all clinical interactions take place within a space of trust. Relationships are positive and supportive within the environment that they work. Verbal and nonverbal behavior and patterns of interactions contribute to the overall tone of the environment. In a respectful environment, all stakeholders with which the support professional interact with feel valued, safe, and free to take risks.

The elements of component 1C are:

- Interactions with and among students, families, and school staff, including both words and actions

Indicators include:

- Attention to student's backgrounds and lives outside of the classroom
- Body language during interactions
- Physical proximity
- Warmth and caring
- Politeness and dignity
- Encouragement
- Respectful talk

Possible Examples:

- The support professional works with stakeholders in a respectful manner to identify solutions to problems
- Interactions are respectful and supportive
- The support professional successfully deescalates difficult situations

1C: Creates and/or contributes to environment of trust, respect, and rapport

LEVEL		CRITICAL ATTRIBUTES
4	Interactions among the support professional and individual students, families, and/or school staff are highly respectful, reflecting genuine warmth and caring and sensitivity to them as individuals. Students and families are comfortable working with the support professional and trust the support professional with sensitive information. Students, families, and/or school staff reflect the same characteristics when interacting with others.	<p>In addition to the criteria for “3”:</p> <ul style="list-style-type: none"> ▪ Interactions demonstrate professional respect for all and knowledge and caring about individual students’, families, and/or support staff lives. ▪ Serves as a role model of respectful interactions.
3	The interactions are friendly and demonstrate general caring and respect. Interactions are appropriate to the culture of the students, families, and/or school staff and they exhibit respect for the support professional. Interactions in settings between students, families, and/or school staff are generally polite and respectful. Support professional responds successfully to disrespectful behavior among students, families, and/or staff.	<ul style="list-style-type: none"> ▪ Maintains and facilitates civil interactions while holding composure and stability. ▪ Interactions between the support professional and the students, families, and/or school staff are welcoming, polite and respectful. ▪ Support professional makes connections with students, families, and/or school staff. ▪ Students, families, and school staff share sensitive information and understand that the support professional will keep information confidential to an appropriate extent.
2	Interactions are generally appropriate but may indicate a disregard for the needs of the student, families, and/or school staff and their culture. Students, families, and/or school staff exhibit only minimal respect for the support professional. Students, families, and/or school staff rarely demonstrate disrespect for one another. Support professional attempts to address disrespectful behavior, with uneven results.	<ul style="list-style-type: none"> ▪ The quality of interactions between support professional and students, or among students, is uneven, with occasional disrespect. ▪ Support professional attempts to respond to disrespectful behavior among students, with uneven results. ▪ Support professional attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.
1	Interactions with some students, families, and/or school staff are mostly negative, demeaning, sarcastic, inappropriate, or insensitive. Students, families, and/or school staff exhibit disrespect for the support professional or each other. The support professional allows or encourages interactions between others that mirror the above and/or does not address disrespectful behavior.	<ul style="list-style-type: none"> ▪ Uses disrespectful talk towards students, families, and/or support staff; their body language indicates feelings of hurt or insecurity. ▪ Interactions are negative, sarcastic, or inappropriate. ▪ Student to student and student to support professional interaction is disrespectful. ▪ Displays little to no familiarity with or caring about individual students, families, and/or school staff interests or personalities.

DOMAIN 2: SERVICE DELIVERY

2A: Establishes service delivery and/or program goals and develops a plan to evaluate them

Support professionals set goals for their service delivery and/or program based on current standards of practice. They rely on this knowledge to guide them in determining standards of effective practice. The support professional selects or designs and implements a strategy to evaluate service delivery/program progress that informs future services and programs.

The elements of component 2A are:

- Establishes service delivery and/or program goals
- Adheres to professional standards of practice when planning, implementing and evaluating service delivery and/or programs
- Knowledge of best practices and/or models of delivery of services are indicated in the plan and selected practices are appropriate to those being served
- Goals are appropriate for service delivery and/or program and the developmental needs of the students being served
- The support professional can communicate how and why the goals are appropriate
- Continuously evaluates the service delivery and/or program and makes adjustments as needed
- Goals align with services being delivered and adjusted as needed

Indicators include:

- Service delivery and/or programs are aligned to professional standards
- Goals are set for service delivery and/or the program and aligned to the services being provided and the goals of the school/district
- Support professional continually looks to improve service deliver and/or the program

Possible Examples:

- Detailed service and/or health plans
- Goals for the students/program
- Interest/needs surveys of students, parents, and/or staff

2A: Establishes service delivery and/or program goals and develops a plan to evaluate them

LEVEL	CRITICAL ATTRIBUTES	
4	<p>Goals are set to improve service delivery and/or the program to better meet student needs. The program is aligned to state/national standards and the services are appropriate for those being served and are shared with a variety of members of the school community. There is also a deep understanding of the practices/models of delivery indicated in the plan which are appropriate to those being served and extended into applications in the school community beyond the school. The goals of service delivery and/or the program are continuously monitored and examined. Modifications to goals and service delivery/program are made as needed.</p>	<p>In addition to the criteria for “3”:</p> <ul style="list-style-type: none"> ▪ Professional uses a variety of models to support the needs of the service deliver and/or the program. ▪ Utilizes resources from National Association/evidence-based practice. ▪ Makes adjustment to the goals and service delivery/ the program based on the needs of the stakeholders. ▪ The service delivery and/or program service the needs of those being served and extend into the community. ▪ Goals of service delivery and/or the program are continuously examined and modified if needed.
3	<p>The service delivery and/or program is aligned to state/national standards and the services are appropriate for those being served. Solid knowledge of best practices/models of delivery are indicated in the plan and are appropriate to those being served. The goals of the service delivery and/or program are examined periodically and modified if needed. There is a clear plan for evaluating service deliver and/or the program.</p>	<ul style="list-style-type: none"> ▪ The program is aligned to state/national standards and is appropriate for those being served. ▪ Appropriate models of delivery are being used. ▪ Goals of the service delivery and/or program are examined and modified as needed.
2	<p>The service delivery and/or program is partially aligned to state/national standards. The supports for student and the services partially support the needs of the students being served. There is partial knowledge of best practices/models of delivery indicated in the plan that will meet the needs of most of those being served. The goals of the service delivery and/or program are examined at the end of the year only.</p>	<ul style="list-style-type: none"> ▪ Inconsistent supports provided to students. ▪ Inconsistently adheres to standards. ▪ Models of delivery sometimes meet student needs and service delivery and/or program goals.
1	<p>The service delivery and/or program is not aligned to state/national standards and the services only partially support the needs of the students being served. There is little knowledge of best practices/models of delivery indicated in the plan that will meet the needs of most of those being served. The overall service delivery and/or program goals are seldom if ever examined.</p>	<ul style="list-style-type: none"> ▪ Not all of the students’ needs that the support professional is responsible for are being met. ▪ Adjustments to improve service delivery are not made. ▪ The support professional is unable to implement service delivery that is successful.

DOMAIN 2: SERVICE DELIVERY

2B: Plans effectively for service delivery that is based on student data and knowledge of child development

Support professionals each have unique content knowledge and expertise, but all focus on the needs of the students, parents, and staff in their school community. Support professionals utilize their extensive understanding of the spectrum of developmental needs through their design of services. They solicit information about their students from students, parents, and other colleagues and apply that information to effectively plan for service delivery. They collect data to document student progress, inform future service delivery, and to guide student improvement in order to make decisions for individuals and programmatic decisions. They rely on their knowledge to develop programs, services and goals that are integrated with existing structures in order to maximize student success.

The elements of component 2B are:

- Use of child development knowledge in planning
- Integration of services with school program
- Data collection and usage

Indicators include:

- Design and plans account for student developmental needs
- Uses assessment data to inform future plans and service delivery
- Refers to information about students when considering adaptations or accommodations for service delivery

Possible Examples:

- Individual Health Care and/or Emergency Health Care Plans/504 Plans
- Therapy Sessions or Groups
- Behavior Support Plans
- IEP or Consultation Meetings
- Multidisciplinary Team Meetings

2B: Plans effectively for service delivery that is based on student data and knowledge of child development

LEVEL	CRITICAL ATTRIBUTES	
4	<p>There is extensive knowledge of the developmental, cognitive, social, and cultural needs of the students with a variety of ways to address each within the design of their service delivery. The support professional seeks and uses data from multiple sources to inform planning and delivery of services. The support professional shares the data with others as appropriate and collaborates to enhance the services provided to students and stakeholders.</p>	<p>In addition to the criteria for “3”:</p> <ul style="list-style-type: none"> ▪ Addresses developmental, learning, social and cultural needs in multiple ways. ▪ Focuses on data from service delivery and/or program to drive all decisions. ▪ Engages other stakeholders to enhance data analysis (and to generate additional buy-in). ▪ Continuously monitors data and uses it to make revisions or changes to practice. ▪ Uses research-based best practices.
3	<p>Solid knowledge of the developmental, learning, social, and cultural needs of the students demonstrated in the design of services. The support professional uses data to inform planning and delivery of services. The support professional shares the data with others as appropriate to enhance the services provided to students and stakeholders.</p>	<ul style="list-style-type: none"> ▪ Addresses developmental, learning, social and cultural needs. ▪ Focuses on data from service delivery and/or program to drive most decisions. ▪ Shares data with other stakeholders to enhance services.
2	<p>There is partial knowledge of the developmental, learning, social, and cultural needs of the clients demonstrated in their design of services and each element is partially being addressed. The support professional uses data to inform some aspects of planning and delivery of services, but implementation and course corrections are not always on target or are inconsistent with program goals.</p>	<ul style="list-style-type: none"> ▪ Partially addresses developmental, learning, social and cultural needs. ▪ Focuses on data from service delivery and/or program to drive some decisions. ▪ Occasionally shares data with other stakeholders to enhance services.
1	<p>Little to no knowledge of the developmental, learning, social, and cultural needs of the students is demonstrated in their design of services with no specific means of addressing the elements. The support professional fails to seek and use data to inform the planning and delivery of services to the school and/or the data is in disarray.</p>	<ul style="list-style-type: none"> ▪ Does not address developmental, learning, social and cultural needs. ▪ Little to no data from the service delivery and/or program is used to drive decisions.

DOMAIN 2: SERVICE DELIVERY

2C: Implements service delivery to ensures learners understand, are focused on, and accountable for results

Service delivery promotes and empowers students to more fully participate in their education. Services support the individual needs of all students by using appropriate resources and activities. Communication is clear and appropriate for students.

The elements of component 2C are:

- Structure of service delivery (inclusive of resources and materials, facilitation and activities, and differentiation)
- Empowerment of students (inclusive of student accountability and student ownership)

Indicators include:

- Facilitation strategies are used to engage learners, colleagues and stakeholders
- Important concepts in the profession are applied suitably for students
- Materials and resources selected match stated goals of service
- Procedures and directions are clear and understood by the students
- Explanations are accurate and appropriate
- The support professional helps students connect previous experience to current learning

Possible Examples:

- Student led progress sessions
- Student generated artifacts demonstrating student process and plans
- Student feedback
- Treatment notes
- Student health logs
- Differentiated materials for students based on ability/functioning level so all students can fully participate
- Samples of written communication with students, staff, and/or families

2C: Implements service delivery to ensures learners understand, are focused on, and accountable for results

LEVEL		CRITICAL ATTRIBUTES
4	Service delivery empowers students to be actively engaged in their own education and well-being. Students take ownership of their learning. Multiple and differentiated supports, resources, and activities are consistently and effectively used to meet the needs of individual students and are aligned to outcomes.	<p>In addition to the criteria for “3”:</p> <ul style="list-style-type: none"> ▪ Activities are differentiated based on need and seek to empower students. ▪ Students participate in identifying appropriate supports. ▪ Students continually monitor their own growth. ▪ Students are self-advocates and assume personal responsibility. ▪ Students consistently use self-assessment strategies. ▪ Services and supports are based on need.
3	Service delivery promotes having students fully participate in their own education and well-being. Students are starting to take ownership of their learning. Differentiated supports and resources are used consistently to meet the needs of individual students.	<ul style="list-style-type: none"> ▪ Supports, resources and activities are differentiated for individuals. ▪ Students use the supports that are provided. ▪ Students take part in decision making by providing some input into supports needed.
2	Service delivery results in some students being able to participate in their own education and well-being. Students take little ownership of their education. Supports and resources are inconsistently used to meet the needs of individual students.	<ul style="list-style-type: none"> ▪ Supports and resources are infrequently differentiated. ▪ Decisions are made for students about supports needed with little student input
1	Service delivery does not result in a positive impact on students being able to fully participate in their education and well-being. Students take little or no ownership for their education. There is little or no evidence of differentiated use of supports and resources.	<ul style="list-style-type: none"> ▪ Student growth or results are not positively impacted as a result of the service delivery ▪ Supports/resources for identified students are not in place. ▪ The same strategies for service delivery are used for all identified students without differentiation.

DOMAIN 2: SERVICE DELIVERY

2D: Demonstrates flexibility and responsiveness

The support professional has a repertoire of instructional or professional strategies. They identify appropriate strategies to use as they work with others. They realize that daily interactions and plans may require adjustments. They are responsive to requests and/or change and are able to effectively prioritize.

The elements of component 2D are:

- Makes adjustments in daily interactions and plans
- Identify appropriate strategies
- Prioritizes workload

Indicators include:

- Observes the actions and reactions of the students
- Adjusts his or her plans and pacing based on student's needs
- Recognizing when adjustments need to be made and implementing them when necessary

Possible Examples:

- Work samples indicating the strategies the specialist used or taught others to use
- Samples of instructional materials used during delivery of services
- Samples of written communication with students, staff, and/or families
- Educator is willing to reschedule regularly scheduled appointments based on a student's immediate need for service
- Advocates for appropriate placement and services based on behavioral/emotional needs
- SLP provides more frequent/less time intensive therapy sessions to alleviate children being pulled from class

2D: Demonstrates flexibility and responsiveness

LEVEL	CRITICAL ATTRIBUTES	
4	<p>The support professional makes data informed adjustments to service delivery as necessary to enhance the effectiveness of service delivery and/or the program. Opportunities to enhance service delivery through work with others are frequently used. Effective approaches for students/stakeholders are continuously sought out. The support professional uses a broad repertoire of strategies, and solicits additional resources for service delivery.</p>	<p>In addition to the criteria for “3”:</p> <ul style="list-style-type: none"> ▪ Adjustments are based on data to enhance effectiveness. ▪ Flexibility is demonstrated by reprioritizing, as necessary, to meet student needs, especially during a crisis. ▪ Educator advocates with administration for services, resources or an environment that would better meet the needs of students.
3	<p>The support professional successfully makes adjustments to service delivery as necessary to enhance student success. Student and stakeholder questions are accommodated successfully. Broad repertoires of strategies are used for service delivery implementation. The support professional is responsive and able to prioritize as needed.</p>	<ul style="list-style-type: none"> ▪ Minor adjustments to service delivery are ongoing as needed to increase effectiveness. ▪ Questions and concerns are successfully answered and requested changes are accommodated.
2	<p>The support professional attempts to adjust service delivery when needed with partial success. Attempts are made to accommodate the concerns and questions of the students/stakeholders with partial success. His/her repertoire of strategies is limited.</p>	<ul style="list-style-type: none"> ▪ Adjustments to service delivery are attempted when needed with only partial success. ▪ Questions and concerns are addressed but with only partial success. ▪ The support professional struggles in engaging others.
1	<p>The support professional rigidly adheres to his/her plan, even when change is clearly needed. Questions or concerns from students and stakeholders are brushed aside.</p>	<ul style="list-style-type: none"> ▪ No adjustments to service delivery are made, even when identified as necessary. ▪ Questions and concerns go unanswered. ▪ The support professional does not engage others.

DOMAIN 2: SERVICE DELIVERY

2E: Uses appropriate assessments to diagnose or identify and monitor student issues or programmatic progress and to adjust service/program delivery

The support professional creates and/or selects assessments that are congruent with service delivery goals, criteria, and standards. When appropriate, assessment and evaluation tools recognized in the field are used to determine students' abilities and progress. Data from assessment is used to inform planning and service delivery. Data is shared with others, as appropriate, to enhance overall services for the student or client. Assessments are used in providing feedback to students and families.

The elements of component 2E are:

- Assessment and evaluation criteria
- Service/program delivery adjustment
- Feedback to students

Indicators include:

- Shares data with colleagues, when permitted and/or appropriate
- Provides accurate, constructive, specific, and timely feedback to students
- Analyzes assessment responses and student or client behaviors to assess progress
- Creates and/or selects assessments that are fully aligned with service delivery goals
- Plans for the use of assessments to closely monitor student or client progress
- Collective data from multiple sources is used to design services for groups and for individual students or clients

Possible Examples:

- Standardized or reliable assessments are used to determine needs of students and plan services
- Plans are created for services based on the individual needs of students as a result of assessment of all related data
- Teams of professionals meet as needed to plan appropriate services for the student
- Assessments are completed on time and accurately and shared in an appropriate and timely manner to support student success

2E: Uses appropriate assessments to diagnose or identify and monitor student issues or programmatic progress and to adjust service/program delivery

LEVEL	Critical Attributes	
4	<p>The most up-to-date assessments and assessment strategies available are used accurately and administered at appropriate times. Results are regularly used in planning individualized service delivery. Relevant data is shared, clearly articulated, and used to enhance services for students and stakeholders. Additional data points are regularly sought out to inform service delivery.</p>	<p>In addition to the criteria for “3”:</p> <ul style="list-style-type: none"> ▪ Up-to-date assessments (as available) are used accurately and in a timely fashion. ▪ Individual service delivery is based on multiple sources of data and enhances services. ▪ Data is shared appropriately, clearly articulated and enhances student services.
3	<p>The assessment tools and strategies are appropriate and administered correctly. The results are usually used in planning service delivery. The support professional shares data with others as appropriate to enhance the services provided to students and stakeholders.</p>	<ul style="list-style-type: none"> ▪ Assessment tools and strategies are appropriate and used to plan service delivery. ▪ Data is shared with other stakeholders.
2	<p>The assessments are appropriate and they are partially used in planning. The support professional uses limited data to inform service delivery and planning.</p>	<ul style="list-style-type: none"> ▪ Assessments are appropriate but do not always drive service delivery. ▪ Limited data is used to plan and deliver services.
1	<p>Assessments are inappropriate and/or not used in planning. The specialist fails to seek and use data to inform the planning and delivery of services to the school and/or the data is in disarray.</p>	<ul style="list-style-type: none"> ▪ Assessments are not appropriate and not used for planning purposes. ▪ Service delivery is not implemented based on data. ▪ Data is disorganized, unusable or not available.

Appendix 7: Support Professional - Professional Foundations Rubric

Reading Specialists, School Counselors, School Psychologists, Social Workers, School Nurse Teachers, Speech Language Pathologists and Library Media Specialists

THE RUBRIC AT A GLANCE

DOMAIN 1: SCHOOL RESPONSIBILITIES AND COMMUNICATION

PF1: Understand and participates in school/district-based initiatives and activities

- Knowledge of school and district initiatives and activities
- Involvement in school and district initiatives and activities

PF2: Solicits, maintains records of, and communicates appropriate information about students' behavior, learning needs, and academic progress

- Support Professional interactions with parents
- Support Professional interactions with colleagues
- Student or personnel records
- Record keeping
- Specialist referrals
- Maintains appropriate level of confidentiality
- Implements systems of communication

DOMAIN 2: PROFESSIONALISM

PF3: Acts on the belief that all students can learn and advocates for students' best interests

- Support Professional interactions with students
- Support Professional interactions with parents
- Support Professional interactions with colleagues
- Course offerings/In-Service Presentations
- Support services offerings
- Student advocacy meetings or call notes
- After school support logs

PF 4: Works toward a safe, supportive, collaborative culture by demonstrating respect for everyone, including other educators, students, parents, and other community members in all actions and interactions

- Support Professional interactions with students
- Support Professional interactions with colleagues
- Support Professional interactions with parents or other community members

PF 5: Acts ethically and with integrity while following all school, district, and state policies

- Required personnel file documentation of behavior
- Interactions with school leadership
- Interactions with colleagues
- Interactions with students, families, and outside providers

PF 6: Engages meaningfully in the professional development process and enhances professional learning by giving and seeking assistance from other educators

- Professional Growth Plans
- Involvement in professional development

PROFESSIONAL FOUNDATIONS DOMAIN 1: SCHOOL RESPONSIBILITIES AND COMMUNICATION

PF1: Understands and participates in school/district-based initiatives and activities

Beyond instruction, support professionals are responsible for understanding new initiatives in the district and school. In addition, the professional educator engages meaningfully in activities and initiatives that support the efforts of other colleagues, show appreciation to community members and recognize the academic and non-academic accomplishments of students. Any activities that may support the operation of the school and advance the knowledge and skills of adults in the school community are taken seriously and, when appropriate, led by support professionals.

ELEMENTS: Knowledge of school and district initiatives and activities • Involvement in school and district initiatives and activities

INDICATORS: Attendance at school or district activities • Leadership roles in a school or district activities • Contributions to school or district activities

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
3	The educator plays a leading role in the development or management of district and school initiatives and/or activities inside and outside of the classroom as well as those within the professional community of educators. The educator has an awareness of the initiatives and activities led by his/her colleagues and support their work.	In addition to the criteria for “2”: <ul style="list-style-type: none"> The educator shares information with colleagues about particular district or school initiatives. The educator leads a district or school initiative or activity, if given the opportunity. 	<ul style="list-style-type: none"> The educator shares information with colleagues about particular district or school initiatives. The educator leads a district or school initiative or activity, if given the opportunity. Regularly collaborates, or leads committee meetings (ie. SIT, Rtl, Steering, Advisory, PBIS Committee, Safety Committee, Wellness Committee, etc.). Provides professional development or presentations to school community regarding best practices in the profession that are in line with school initiatives.
2	The educator participates or has participated in district and school initiatives and/or activities inside and outside of the classroom as well as those within the professional community of educators. The educator has an awareness of the initiatives and activities led by his/her colleagues and support their work.	<ul style="list-style-type: none"> The educator can speak knowledgeably about current district or school initiatives and activities. The educator attends school or district sponsored activities and participates in a constructive manner. The educator actively volunteers to participate in school or district related activities. The educator supports his or her colleagues when they lead activities. 	<ul style="list-style-type: none"> The educator is aware of and has read recent communications from district leadership. The educator attends a district-led information session The educator volunteers to assist a colleague with a school or district activity or initiative. The educator participates in a school- organized activity. Promotes PBIS and other practices within the school by doing things such as reinforcing school-wide expectations, participating in school-wide intervention systems, modeling expectations, or enforcing policies. The educator suggests initiatives such as a research process that fits the CCSS writing and 21st century skills
1	The educator does not demonstrate awareness of district or school initiatives and activities. The educator avoids participating in one or more activity or initiative and does not demonstrate supportive behavior toward the work of his/her colleagues.	<ul style="list-style-type: none"> When asked to support a district or school initiative, the educator does not participate or participates in a non-constructive manner. The educator does not demonstrate knowledge or demonstrates inaccurate knowledge of district initiatives and activities. 	<ul style="list-style-type: none"> When asked to attend a professional development session, the educator is disengaged, does not complete the required work or is disruptive. The educator does not read materials provided to him or her related to a district or school initiative. The educator avoids assisting a colleague with a school or district activity when asked. Educator does not support the successful adoption of school initiatives

PROFESSIONAL FOUNDATIONS DOMAIN 1: SCHOOL RESPONSIBILITIES AND COMMUNICATION

PF2: Solicits, maintains records of, and communicates appropriate information about students' behavior, learning needs, and academic progress.

A key responsibility of educators is keeping accurate records relating to student behavior, learning needs and academic progress. Record keeping should include artifacts of student progress, formative and summative checks on the students' progress, and non-instructional interactions having to do with student behavior or relevant social skills. This data must be collected and tracked in a systematic way, making it easy to find and appropriately communicate to colleagues, parents or the students. When this is done well, the educator, colleagues, students and the students' families are clear on student progress.

ELEMENTS: Educator interactions with parents • Educator interactions with colleagues • Student or personnel records • Specialist referrals

INDICATORS: Seeking information about students' past performance • Seeking information about students' challenges, learning disabilities, or other individual needs • Maintaining records of IEPs, 504 plans, PLPs or other ILPs • Communicating student progress to students and families • Communicating non-instructional information about students in a timely manner to parents and colleagues • Sharing information professionally

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
3	The educator goes above and beyond to ensure that students and their families understand how each student is performing. Materials are tailored to individual student and family needs and students systematically take part in tracking and communicating their progress to others. All data and records are accurate, up-to-date, and reflect input from a variety of sources, as necessary.	<p>In addition to the criteria for "2":</p> <ul style="list-style-type: none"> ▪ Additional attempts are made to communicate student performance/status to colleagues and/or families. ▪ Student progress is communicated in a variety of ways. ▪ Students take the lead role in tracking and communicating their performance/status. 	<ul style="list-style-type: none"> ▪ Regular reports or necessary communications sent home to parents and/or guardians; ▪ Creates and facilitates RTI interventions related to area of expertise ▪ The educator meets with staff members to determine best ways of supporting students as needed ▪ Student and support professional meet regularly to review and track progress ▪ Communication with/by support professional and all stakeholders is ongoing and is characterized as a dialogue.
2	The educator has a system for collecting and maintaining information about student progress academically and/or non-academically. The educator regularly coordinates with grade-level or subject-matter colleagues, solicits appropriate information from parents, and uses this information to inform instruction and/or service delivery. Records of student performance are accurate and up-to-date. Students and families have a clear understanding of the student's performance.	<ul style="list-style-type: none"> ▪ Student records are updated as appropriate. ▪ Students and parents are aware of the student's performance/status. ▪ The educator uses student records as a means of regularly communicating progress to students. ▪ Parents understand how well their students are doing. ▪ Teachers, administrators and/or grade level teams are aware of student progress. 	<ul style="list-style-type: none"> ▪ The educator maintains comprehensive records of appropriate modifications and accommodations for students. ▪ Records or student logs are updated regularly and students receive regular feedback on their progress ▪ Parents and teacher(s) receive regular communications regarding student progress in addition to report cards. ▪ Students maintain online reading logs accessible to parents ▪ Maintain logs/files of student interventions
1	Communication may not occur regularly with parents or colleagues. The educator may assume information about student performance without seeking out actual records. Students do not have a clear understanding of their current performance.	<ul style="list-style-type: none"> ▪ Records of communications with parents or colleagues are incomplete or demonstrate inconsistent communication. ▪ The educator is unaware of the required accommodations necessary for individual students or accommodations are not being made appropriately due to a lack of information. ▪ Student records are not accurate or up-to-date. 	<ul style="list-style-type: none"> ▪ Records or student logs have not been updated regularly. ▪ When asked, the educator is unaware of which students require accommodations or the accommodations they receive. ▪ The educator expresses concern about a student's continual lack of progress but reports not having contacted a parent, classroom teacher, or administrator to discuss it. ▪ Parents cannot articulate their student's progress or status. ▪ Support professional can't locate records including strategies, interventions, parental consent and/or other relevant data

PROFESSIONAL FOUNDATIONS DOMAIN 2: PROFESSIONALISM

PF3: Acts on the belief that all students can learn and advocates for students' best interests

Fundamental to effective public education is the unwavering belief that all students, no matter what their circumstances, are capable of learning and worth the effort to ensure they succeed in their studies. Educators who demonstrate a belief that all students can learn stop at nothing to provide educational opportunities for their students, look out for students health and safety, and advocate for community access to social service and other events and activities central to families' well-being.

ELEMENTS: Educator interactions with students • Educator interactions with parents • Course offerings • Support services offerings • Student advocacy meeting or call notes • After school support logs

INDICATORS: Addressing student needs beyond those of the traditional classroom • Advocating for student health services • Enforcement of individual learning plans and other developmental tracking tools • Communicating information about students' needs and available services to students and families • Holding oneself and colleagues accountable for all students' learning • Posting hallway and classroom messages indicating all students can learn

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
3	The educator pushes the school community to continuously increase academic learning and proficiency for all students. Educators hold themselves accountable for all students' learning and development. Students with non-academic needs are identified and fully served through school or additional services. The educator sets high academic goals and achieves them.	In addition to the criteria for "2", <ul style="list-style-type: none"> ▪ The educator acts with purpose on the conviction that all students can learn with conviction and purpose and/or inspires others to act on the belief that all students can learn. ▪ The educator frequently advocates for students' best interests with persistence and conviction, including students' individualized needs. 	<ul style="list-style-type: none"> ▪ The educator has a shared sense of responsibility for students' learning. ▪ Students take pride in their learning and are able to focus on academic pursuits. ▪ The educator takes responsibility for students making up for learning not previously achieved ▪ Continuously monitors student health and/or progress and makes adjustments as needed ▪ Advocates for support or services when appropriate and follows up when necessary. ▪ Advocates for all students by encouraging differentiated instruction, sharing information with teachers about a student's strengths and limitations, or providing in-service presentations about student development/disabilities,
2	The educator is focused on ensuring all students achieve their maximum potential. The educator holds him or herself accountable for all students' learning and development. The educator identifies students with non-academic needs and works to receive appropriate assistance from the school or additional services. The educator sets high academic goals for all students.	<ul style="list-style-type: none"> ▪ The educator acts on the belief that all students can learn. ▪ The educator advocates for students' best interests, including students' individualized needs. ▪ Works with other stakeholders as appropriate to provide services to students who demonstrate need. 	<ul style="list-style-type: none"> ▪ The educator reports feeling responsible for student learning. ▪ The educator expects each student to either achieve on grade level or learn at a pace of one academic year of growth per year. ▪ Students' basic needs are met. ▪ The educator provides (identifies and refers) appropriate services to students who demonstrate non-academic need. ▪ The educator implements individualized plans to meet students' needs ▪ The educator makes other stakeholders aware of non-academic needs when appropriate
1	The educator accepts less than full proficiency for all students and believes others are responsible for students' learning and development. Students with non-academic needs are not identified or they are not effectively assisted by the school or additional services. The educator may believe some groups of students or individual students are unable to learn course material. The educator does not set goals or sets low academic goals for some students.	<ul style="list-style-type: none"> ▪ The educator infrequently and/or inappropriately advocates for students' best interests, including students' individualized needs. ▪ The educator acts on the belief that only some students or groups of students can learn. 	<ul style="list-style-type: none"> ▪ Students who experience non-academic challenges suffer academically as a result. ▪ The educator routinely allows some students to consistently fall far below grade level or fails to ensure that all students make appropriate academic progress. ▪ Parents or students are blamed for students' poor academic performance. ▪ The educator believes s/he cannot be held accountable for student learning.

PROFESSIONAL FOUNDATIONS DOMAIN 2: PROFESSIONALISM

PF4: Works toward a safe, supportive, collaborative culture by demonstrating respect for everyone, including other educators, students, parents, and other community members, in all actions and interactions

Strong school community is characterized by mutual support and respect and by the recognition that all community members contribute to the school environment. Strong culture means educators have high expectations for themselves and others, maintain a commitment to physical and emotional safety, and ultimately support students, adults and stakeholders in realizing the mission and vision for the school.

ELEMENTS: Interactions with colleagues • Interactions with parents or other community members

INDICATORS: Respectful communication • Body language • Professional manner • Encouragement • Active listening • Clear and accessible written communications

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
3	Interactions between the educator and other adults reflect a high degree of respect. The educator is admired by his or her colleagues and community members interact with him or her in a positive and respectful manner. The educator models good leadership behaviors for students and colleagues.	In addition to the criteria for “2”, <ul style="list-style-type: none"> ▪ Is often approached by colleagues to discuss work-related and non-related topics. ▪ Is respectful and supportive of colleagues in challenging times. ▪ Maintains a positive attitude in the face of challenges. ▪ Leads the development of a safe, supportive, collaborative culture, including the interaction between the school and the community. 	<ul style="list-style-type: none"> ▪ A variety of educators seek advice from him or her. ▪ The educator convenes groups of educators to solve a problem. ▪ The educator is a role model of respectful and direct interactions. ▪ Seeks input from the school community when developing and/or evaluating program goals ▪ Convenes a collaborative meeting with a variety of team members to problems solve on a specific student need. ▪ Leads meetings in a way that allows all members to have a voice and the team walks away with a clear purpose and plan of action.
2	Interactions between the educator and other adults reflect a commitment to positivity. The educator is respected by others and is supportive of other staff members. Community members feel comfortable speaking with the educator.	<ul style="list-style-type: none"> ▪ Interactions between the educator and other adults are uniformly respectful. ▪ Connections with colleagues are genuine and mutually sincere. ▪ The educator cares about the success of his or her colleagues. ▪ Maintains a neutral to positive attitude in the face of challenges. ▪ The educator works toward a safe, supportive, collaborative culture, including the interaction between the school and the community. ▪ Examines personal assumptions, values, beliefs, and practice to achieve the mission, vision, objectives and goals for student learning and wellness. ▪ Makes contributions to the broader professional community 	<ul style="list-style-type: none"> ▪ The educator works well with all colleagues. ▪ The educator greets colleagues and other adults by name. ▪ The educator regularly communicates with families and establishes a sense of accessibility and openness.
1	Interactions between the educator and other adults reflect some negativity. The educator is not respected by others because he or she is unsupportive of other staff members. Community members do not feel comfortable speaking with the educator.	<ul style="list-style-type: none"> ▪ The educator communicates disrespectfully with his or her colleagues. ▪ In the face of challenges, the educator is negative. ▪ The educator fails to contribute or contributes inappropriately to the development of a safe, supportive, collaborative culture. 	<ul style="list-style-type: none"> ▪ The educator refuses to work with some colleagues. ▪ The educator does not call colleagues by their names. ▪ The educator does not reply to colleague’s emails or other communications or correspondence, when provided, is too late. ▪ The educator infrequently collaborates with others. ▪ The educator speaks for acts disrespectfully to other adults.

PROFESSIONAL FOUNDATIONS DOMAIN 2: PROFESSIONALISM

PF5: Acts ethically and with integrity while following all school, district and state policies

Great educators demonstrate professionalism by using sound professional judgment in all situations. They advocate for students' best interests, even if that means challenging traditional views. They follow school and district policies and procedures, but may suggest ways to update those that are out of date. Interactions with colleagues are always professional and reflect a high level of integrity. The educator is trusted by others and commits to solving problems or addressing misunderstandings before they become a larger issue. In addition, the educator intervenes on a student or colleague's behalf if they may be in danger or are being treated unfairly by their peers.

ELEMENTS: Required personnel file documentation of behavior • Interactions with school leadership • Interactions with colleagues

INDICATORS: Ethical behavior • Adherence to school, district and state policies • Advocacy • Maintains confidentiality

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
3	Other educators look to the educator as a role model who makes a concerted effort to challenge negative attitudes or practices and ensures that all students, particularly those traditionally underserved, are respected in the school. He or she complies fully with school or district policies, taking a leadership role with colleagues, ensuring that such decisions are based on professional standards. The educator interacts with students, colleagues, parents, and others in an ethical and professional manner that is fair and equitable.	In addition to the criteria for "2": <ul style="list-style-type: none"> ▪ Is considered a leader in terms of honesty, integrity and confidentiality. ▪ Makes a concerted effort to ensure that opportunities are available for all students to be successful. ▪ Takes a leadership role in team and departmental decision making. ▪ Leads the development or revision of codes of professional conduct. 	<ul style="list-style-type: none"> ▪ The educator asks to meet directly with the principal when a misunderstanding arises between the two. ▪ Recognizes when interventions are required and takes appropriate actions for the child's behalf ▪ Advocates for the use (or directly employs) evidence-based interventions when working with students.
2	The educator acts ethically and with integrity, whether in a situation related to his own conduct or the conduct of peers or students. The educator complies with school and district policies. The educator interacts with students, colleagues, parents, and others in a professional manner that is fair and equitable.	<ul style="list-style-type: none"> ▪ The educator acts ethically and makes decisions that are based on what is best for students ▪ The educator develops and maintains an understanding of current state, district, and school policies and initiatives. ▪ The educator maintains professional standards guided by legal and ethical principles. ▪ The educator appropriately informs others regarding critical safety information. ▪ The educator is guided by codes of conduct adopted by their professional organization. 	<ul style="list-style-type: none"> ▪ The educator recognizes when he/she or a colleague has done something wrong and is committed to making it right. ▪ The educator consults district/school/state policy handbooks when faced with a situation related to a district/school policy. ▪ If a student reports being in trouble outside of school, the educator makes this known to the proper authorities when appropriate ▪ The educator adheres to state recognized professional standards outlined for each support professional role ▪ SP communicates essential info about a student's safety to "need to know" individuals
1	The educator acts unethically or does not follow district/school/state policies.	<ul style="list-style-type: none"> ▪ The educator may act unethically at times or makes decisions that are not student centered ▪ The educator demonstrates a lack of functional understanding of, or compliance with, current state, district, and school policies and initiatives. ▪ The educator fails to consistently maintain professional standards guided by legal and ethical principles. 	<ul style="list-style-type: none"> ▪ The educator lets wrongdoings go unaddressed. ▪ The educator does not follow all school/district/state rules or expresses that policies should not apply to him/her. ▪ The educator does not convey information about students to the proper administrator and authorities. ▪ The educator is frequently late to school, late to meetings or does not come to work prepared.

PROFESSIONAL FOUNDATIONS DOMAIN 2: PROFESSIONALISM

PF6: Engages meaningfully in the professional development process and enhances professional learning by giving and seeking assistance from other educators in order to improve student learning.

All professionals, especially educators, require continued development and growth to remain current in their field. Strong educators are committed to lifelong learning and often rely on colleagues and other stakeholders to reflect on their practice, stay current with knowledge and skills and use this knowledge to improve. Students often provide the best feedback on practice and the best educators wisely use information from students to improve their practice and grow as a professional.

ELEMENTS: Professional Growth Plans • Involvement in district or school-sponsored professional development

INDICATORS: Collaboration with colleagues (seeks assistance and provides assistance to other educators) • Setting and working toward meaningful Professional Growth Goals
• Taking advantage of available district/school resources to advance professional growth

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
3	The educator assumes responsibility for his or her own development, setting ambitious Professional Growth Goals aligned with the cutting edge of his/her discipline that will significantly advance his or her skills. The educator regularly collaborates with colleagues, taking a leadership role and pushing everyone to improve their practice together. The educator makes the most of all development opportunities, including those that are independent.	In addition to the criteria for “2”: <ul style="list-style-type: none"> ▪ Fosters collaborative work among colleagues and challenges them to improve their own practice in order to improve outcomes for students ▪ Commits to learning about changes in his or her discipline ▪ Uses feedback from colleagues, students, families and other stakeholders to improve practice 	<ul style="list-style-type: none"> ▪ The educator works with at least one other colleague to advance his or her professional growth ▪ The educator regularly solicits student and parent input and incorporates the information into practice to improve student outcomes ▪ The educator takes initiative to explore the application of new instructional approaches and strategies, including technology, and reflects on their effectiveness ▪ The educator actively shares new advances with the school community ▪ Supervises student practitioners or interns
2	The educator aligns Professional Growth Goals to generally agree with best practices or recent developments in his/her discipline that will advance his or her skills. The educator regularly collaborates with colleagues and uses them as a professional resource when possible.	<ul style="list-style-type: none"> ▪ The educator works collaboratively with colleagues to examine educational practice, student work and student assessment results with the goal of improving instruction and achievement. ▪ The educator engages in the professional development process by setting required growth goals. ▪ The educator takes part in state, district or school sponsored development opportunities. ▪ Professional Growth Plans and professional development include opportunities to collaborate with other educators as appropriate. ▪ Consistently works toward improvement of practice 	<ul style="list-style-type: none"> ▪ The educator sets required professional growth goals and works toward their completion throughout the year. ▪ The educator records participating in a Professional Learning Community with another staff member. ▪ Stays abreast of new advances in the field and applies them into practice.
1	The educator does not set growth goals or goals are superficial, unspecific or not aligned to appropriate areas of development. The educator often works in isolation even when colleagues have reached out to include her in development opportunities.	<ul style="list-style-type: none"> ▪ The educator does not work collaboratively with colleagues. ▪ The educator does not select a meaningful goal or does not make an attempt to meet the professional growth goal. ▪ The educator does not collaborate with colleagues to meet his or her professional growth goal. ▪ The educator purposefully resists discussing performance with evaluators. ▪ Does not incorporate feedback into practice 	<ul style="list-style-type: none"> ▪ The educator’s Professional Growth Goal(s) is/are incomplete or are vague and not well thought out. ▪ The educator rarely participates in professional development to enhance practice and improve student learning ▪ The educator cannot articulate and apply new learning to improve practice.