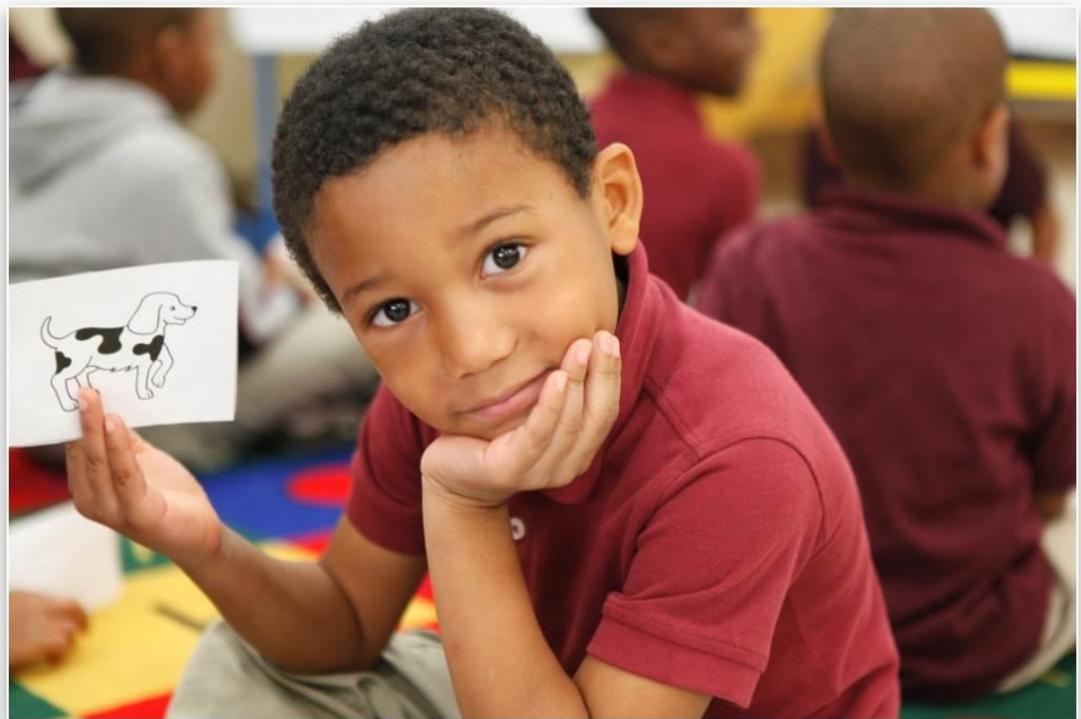


Support Professional

Rhode Island Model Evaluation & Support System



Edition II



RIDE Rhode Island
Department
of Education

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Introduction

Rhode Island educators 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 focus on educator effectiveness is our recognition of the incredible influence support professionals have on student growth and development. Through the Rhode Island Model, we hope to help create a culture where all support professionals have a clear understanding of what defines excellence in their work; are provided with prioritized, specific, and actionable feedback about their performance; and receive support to continuously improve their effectiveness, regardless of the number of years they have been working.

How to Use the Guidebook

The purpose of this Guidebook is to describe the process and basic requirements for evaluating and supporting support professionals with the Rhode Island Model. For 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**.

To help educators better understand *how* to best implement various aspects of the Rhode Island Model, additional resources are available on the Rhode Island Department of Education (RIDE) website, including online training modules, sample Student Learning/Outcome Objectives, and a suite of calibration protocols designed to help school and district leaders facilitate ongoing calibration exercises.

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 2**. Please note that additional resources will be developed over time. Educators can directly access the educator evaluation pages of the RIDE website at: www.ride.ri.gov/EdEval.



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.

Defining “Support Professional”

The Rhode Island Model Support Professional Evaluation and Support System was designed using the sets of national standards for the following roles: library media specialists*, school nurse teachers*, reading specialists*, school counselors, school psychologists, speech language pathologists, and school social workers. Using this system for any role not previously identified is not recommended.

**For individuals who spend time instructing students, the Teacher Evaluation and Support System may be a better fit. This is an LEA decision in consideration of alignment to specific local responsibilities.*

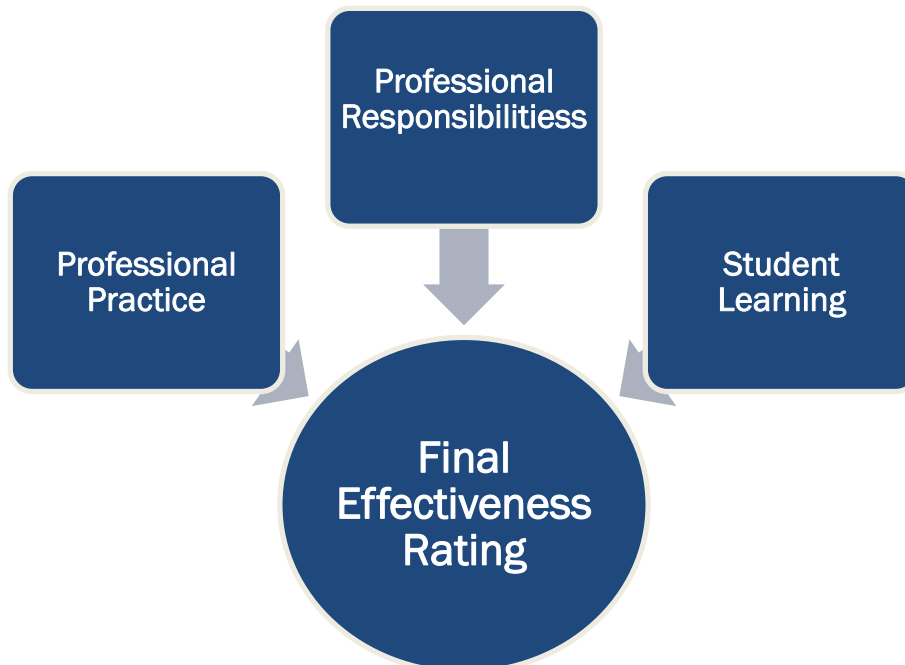
System Overview

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 Responsibilities** – A measure of the contributions support professionals make as members of their learning community as defined in the Professional Responsibilities Rubric.
3. **Student Learning** – A measure of support professional's impact on student learning through the use of Student Learning Objectives (SLOs) and/or Student Outcome Objectives (SOOs), and the Rhode Island Growth Model (RIGM) when applicable.

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



Performance Level Descriptors

Each of the four Final Effectiveness Ratings has an associated Performance Level Descriptor that provides a general description of what the rating is **intended** to mean, with the acknowledgement that exceptions do exist. Performance Level Descriptors can help clarify expectations and promote a common understanding of the differences between the Final Effectiveness Ratings of: *Highly Effective*, *Effective*, *Developing*, and *Ineffective*. Additional information about how to interpret the ratings is available by examining the detailed scoring rubrics and related evaluation materials. As part of the inquiry cycle, LEAs are encouraged to review the descriptors, support professionals' ratings, and student learning measures to have a complete picture of teaching and learning that can inform LEA planning.

Highly Effective – A *Highly Effective* rating indicates outstanding performance by the support professional. A support professional who earns a *Highly Effective* rating has a very high, positive impact on student outcomes and exhibits high-quality professional behaviors regarding service delivery and professional responsibilities.

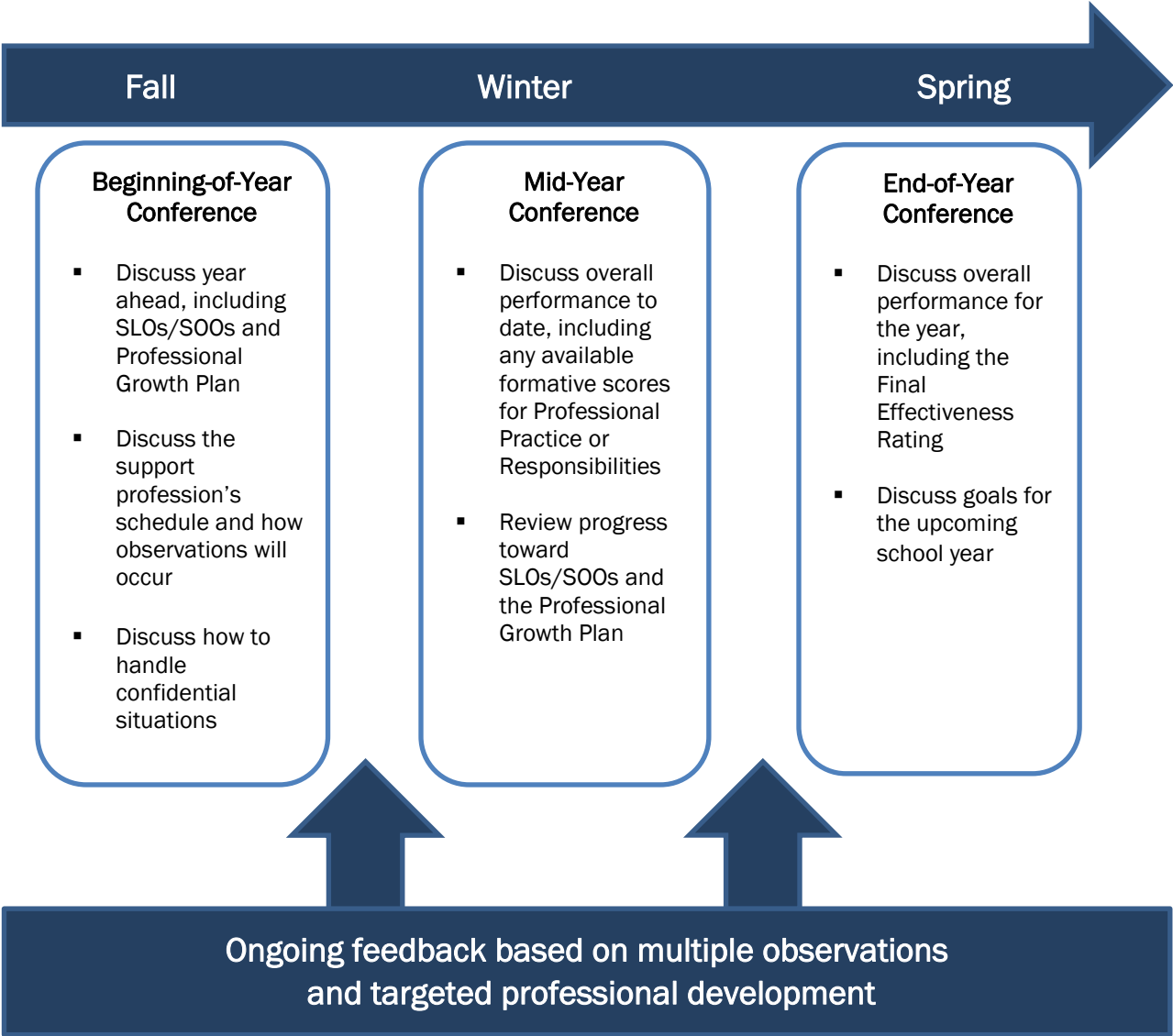
Effective – An *Effective* rating indicates consistently strong performance by the support professional. A support professional who earns an *Effective* rating has a high, positive impact on student outcomes and exhibits high-quality professional behaviors regarding service delivery and professional responsibilities.

Developing – A *Developing* rating indicates inconsistent performance or consistently moderate performance by the support professional. A support professional who earns a *Developing* rating has one aspect much weaker than the other (either impact on the student outcomes or professional behaviors), or is consistently moderate in both.

Ineffective – An *Ineffective* rating indicates consistently low performance by the support professional. A support professional who earns an *Ineffective* rating has a low or negative impact on student outcomes and exhibits low quality professional behaviors regarding service delivery and professional responsibilities.

Evaluation and Support Process

The evaluation and support process for support professional prioritizes feedback and reflection and is anchored by three evaluation conferences at the beginning, middle, and end of year. The following chart provides an outline of the process for support professionals participating in the full evaluation 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. Considering the holistic nature of the evaluation process, it is important that evaluators have the capacity to observe and interact with the support professional on a regular basis. 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 ongoing 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;
- provide ongoing implementation support; and
- improve the model in future years based on student achievement and educator development data, state needs, and feedback from educators

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 Responsibilities score).

Flexibility Factor

Evaluators:

- Schools and districts have the flexibility to decide who will serve as the primary evaluator for support professionals.
- District policy or the local collective bargaining agreement may allow 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. This could consist of a single peer evaluator or a team of peer evaluators.

Support and Development

We believe in a system that encourages educators to work collaboratively and learn best practices from each other. Every school is unique, and support and development should not look exactly the same for everyone. However, the Rhode Island Model is designed to facilitate 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)

The three evaluation conferences represent opportunities for honest, data-driven conversations focused on promoting continuous improvement.

Beginning-of-Year Conference: Support professional and evaluator discuss the support professional's past performance, Professional Growth Plan, SLOs/SOOs, how they will be observed, how confidential situations will be handled, and the year ahead.

Mid-Year Conference: Support Professional and evaluator discuss all aspects of the support professional's performance to date, including Professional Practice, Professional Responsibilities, the educator's progress toward the Professional Growth Plan, and progress toward the SLOs/SOOs. In some cases, Professional Growth Plans and SLOs/SOOs may be revised based on discussion between the support professional and evaluator.

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, especially if they indicate that a support professional's impact on student learning is below expectations. Support Professionals should already be aware of specific concerns through observation feedback and prior documentation so that they are not addressed for the first time at the conference. If the support professional 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 Conferences: Support professional and evaluator review summative feedback on Professional Practice and Responsibilities and discuss SLO/SOO results. They will also discuss progress toward the support professional's Professional Growth Plan. During or soon after the conference, the evaluator finalizes and shares the Support Professional's Final Effectiveness rating for the school year.

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.

Professional Growth Plans

All support professionals will create a Professional Growth Plan at the beginning of the year. This plan requires at least one concrete goal to focus the support professional's 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;
- specific and measurable, with clear benchmarks for success;
- aligned with the Professional Practice and/or Professional Responsibilities Rubrics; and
- discussed and finalized during or directly after the Beginning-of-Year Conference.

Adjusting a Professional Growth Plan Mid-Year

While it is ideal to establish a goal that is ambitious but 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 may be implemented at any time during the school year to help a support professional improve, but must be put in place if a support professional receives a Final Effectiveness Rating of *Developing* or *Ineffective*. The Plan should identify specific supports and support professional actions and establish a timeline for improvement, as well as frequent benchmarks and check-ins.

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.

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 policies.

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 2 professional growth goals as part of their Plan.
- Support professionals may develop multi-year Professional Growth Plans with annual benchmarks, activities, and expected results.

Professional Practice

The Professional Practice Rubric (**Appendix 3**) 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 and Responsibilities 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, although evaluators have the flexibility to provide formative scores at the mid-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 Practice Rubric Components	
<p>Domain 1: Collaboration</p> <p>1A. Works with educators and families to develop strategies and resources to meet the needs of students</p> <p>1B. Uses and models effective communication with learners, colleagues and/or stakeholders</p> <p>1C. Builds rapport with students promoting effective implementation of services</p>	<p>Domain 2: Service Delivery</p> <p>2A. Establishes service delivery and/or program goals and develops a plan to evaluate them</p> <p>2B. Plans effectively for service delivery that is based on student data and knowledge of child development</p> <p>2C. Implements service delivery that is student focused ensuring students have greater ownership in their education and well being</p> <p>2D. Demonstrates flexibility and responsiveness</p> <p>2E. Uses appropriate assessments to diagnose or identify and monitor student issues or programmatic progress and to adjust service/program delivery</p>

Professional Responsibilities

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 Responsibilities Rubric (**Appendix 4**). More specifically:

- The Professional Responsibilities Rubric includes 6 components that are aligned with local and national standards related to individual support professional disciplines and the Rhode Island Code of Professional Responsibility.
- The Professional Responsibilities Rubric is a holistic scoring tool, not an observation or conference tool. Evaluators should use the Professional Practice and Responsibilities 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 Responsibilities Rubric are also used as part of teacher and building administrator evaluations.
- Support Professionals will be rated on Professional Responsibilities as *Exceeds Expectations*, *Meets Expectations*, and *Does Not Meet Expectations*.

Support Professional - Professional Responsibilities Rubric Components

Domain 1: School Responsibilities and Communication

PR1: Understand and participates in school/district-based initiatives and activities

PR2: Solicits and maintains records of, and communicates appropriate information about students' behavior, learning needs, and academic progress

Domain 2: Professionalism

PR3: Acts on the belief that all students can learn and advocates for students' best interests

PR4: Works toward a safe, supportive, collaborative culture by demonstrating respect for everyone, including other educators, students, parents, and other community members in all actions and interactions

PR5: Acts ethically and with integrity following all school, district, and state policies

PR6: Engages meaningfully in the professional development process and enhances professional learning by giving and seeking assistance from other educators

Assessing Professional Practice and Responsibilities

The Professional Practice and Responsibilities rubrics are scored holistically at the end of the school year, based on evidence collected during the entire school year. All of the components on both rubrics can be seen in action, and evaluators should maintain notes that serve as evidence of the components.

Observing a support professional can vary considerably from the traditional classroom observation. An evaluator could observe a support professional during activities such as meetings, student group sessions, or during instructional time (depending on the specific role). The goal is to see the support professional in an authentic situation that is part of their role.

The basic requirements for observing a support professional include:

- At least one announced observation, and at least two unannounced for a minimum of three
- At a minimum, there is a one-week window during which the announced observation will occur that is communicated to the support professional (for example, “I will observe you during the week of March 19.”). The specific date and time of the announced observation does not have to be communicated in advance, but the week of notification cannot be the same week as the observation.
- Written feedback is required after each observation

A few components of the Professional Practice and Responsibilities rubrics may benefit from artifact review, including: PP 2B – Plans effectively for service delivery that is based on student data and knowledge of child development (written plans); and PR 2 – Solicits and maintains records of, and communicates appropriate information about students’ behavior, learning needs, and academic progress (written communication and/or communication records). Additionally:

- The focus of the artifact review should be on quality rather than quantity.
- All artifacts reviewed should be clearly connected to the performance descriptors of one or more rubric components.
- One artifact could be used to demonstrate proficiency on more than one component.

Flexibility Factor

Assessing Professional Practice and Responsibilities

- Schools and districts have the flexibility to determine the evidence that will be used for the Professional Practice and Responsibilities components. RIDE recommends assessing components in action whenever possible.
- Schools and districts can choose to provide “formative scores” at the mid-year for Professional Practice and Responsibilities components. On the Mid-Year Conference form in EPSS there is an option to provide a formative score for one or more of the components.
- A formative score provided at the mid-year does not have to match the score provided at the end-of-year.

Feedback

Written feedback aligned to the Professional Practice and Responsibilities rubrics must be given to support professionals at least three times each year. The written feedback must align with a specific observation, but may also include evidence of the support professional's performance from other interactions.

High-quality feedback helps support professionals improve by identifying strengths (practices they should continue) and areas for improvement (changes to their practice that should be prioritized). To be effective, feedback should be prioritized, specific, actionable, delivered with a supportive tone, and it should be provided to the support professional as soon after the observation/artifact review as possible. Additional resources to help evaluators provide high-quality feedback, including a written feedback review tool, can be found on the RIDE website at: www.ride.ri.gov/EdEval-Best-Practices-Resources.



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 observation. Evaluators and support professionals should always prioritize student well-being when deciding upon appropriate times to conduct assessments of Professional Practice and Responsibilities.

Measures of Student Learning

Improving student learning is at the center of all our work and measuring specific outcomes that will increase access to learning for students 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. Support professionals provide services that have a direct impact on access to learning, even if direct instruction is not their primary role.
- Student learning measures, when combined with assessment of Professional Practice and Professional Responsibilities, improve the accuracy of the Final Effectiveness Ratings for support professionals.
- Analyzing student 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

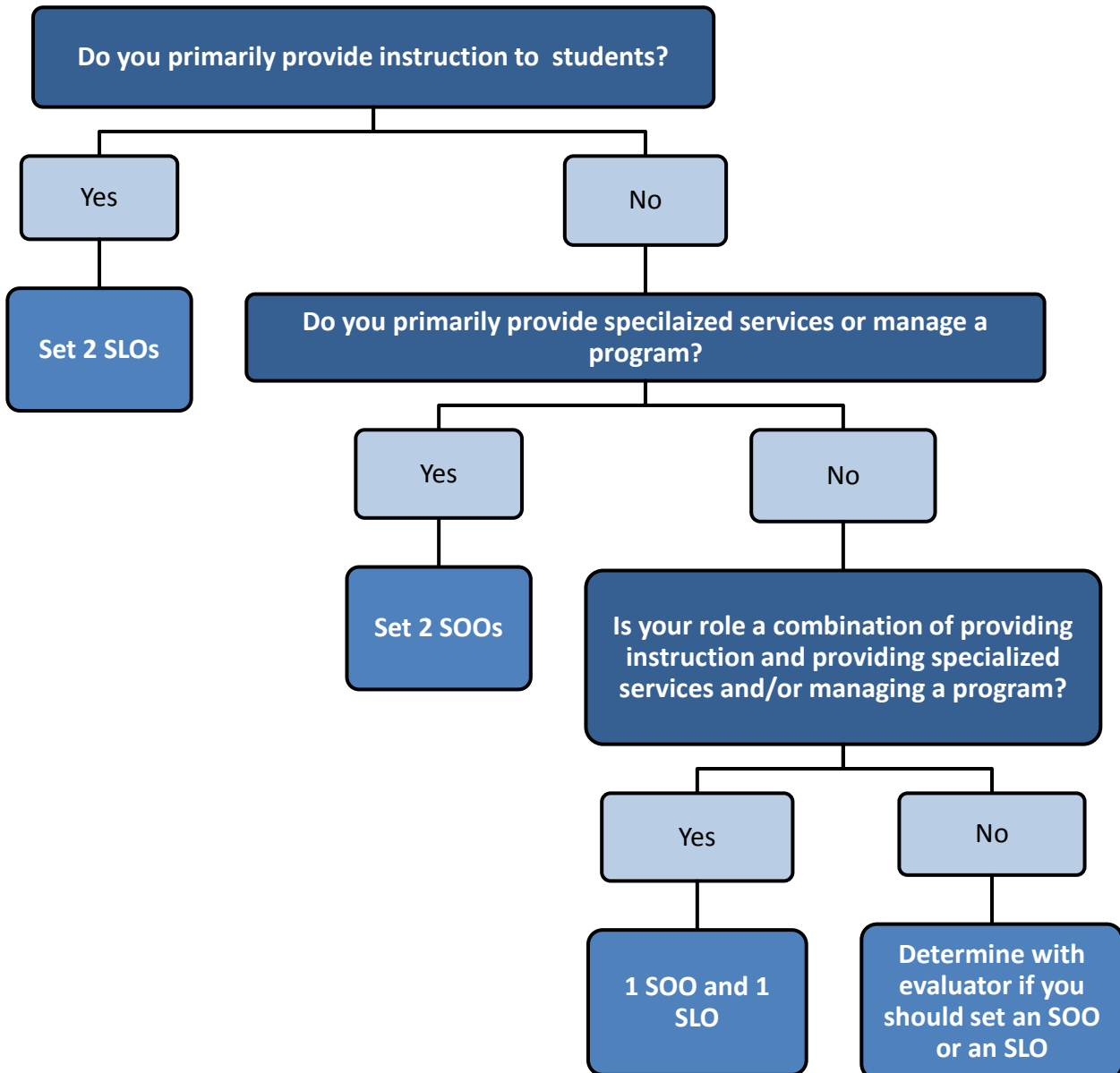
Both SLOs and SOOs can be used as a measure of a support professional's impact on student learning, either directly through demonstrated progress toward specific, measureable goals, or through increasing access to learning. An **SLO** is a long-term academic goal set for groups of students. An **SOO** 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 measureable, 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.

Student Learning/Outcome Objective Decision Tree

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

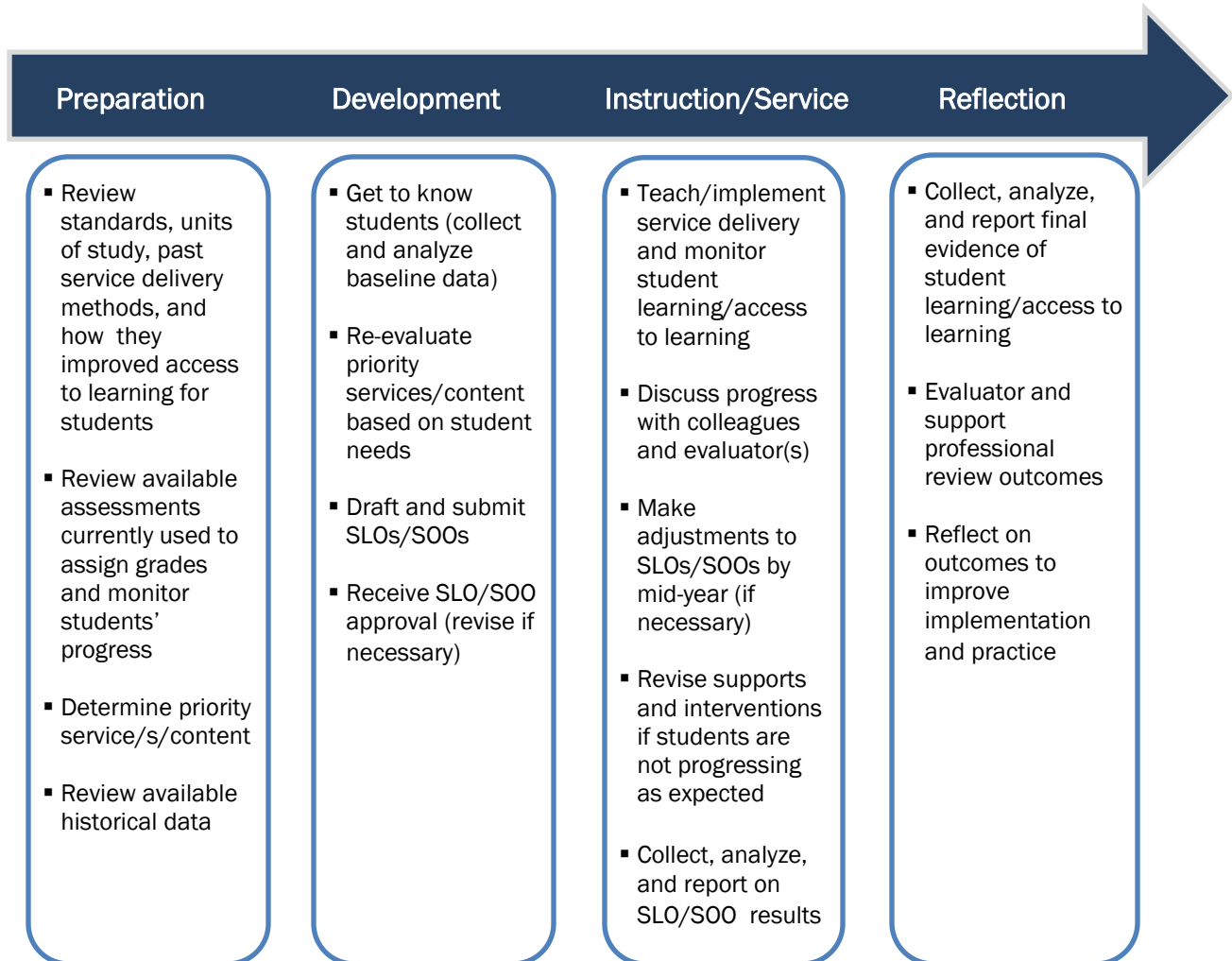
SLO/SOO Decision Tree



The Student Learning/Outcome Process

The process for setting SLOs and SOOs is the same, regardless of whether an educator is setting SLOs, SOOs, or a combination of SLOs/SOOs. Support professionals 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 a support professional'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/skills 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?

SOO Form:

1. What is the most important outcome that will enable students to have better access to education through your services?
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 by the end of the interval of service? How will I measure this change?

Anatomy of a Student Learning Objective (Form)

<p>Title – A short name for the SLO</p> <p>Content Area – The content area(s) to which this SLO applies</p> <p>Grade Level – The grade level(s) of the students</p> <p>Students – The number and grade/class of students to whom this SLO applies</p> <p>Interval of Instruction – The length of the course (e.g., year, semester, quarter)</p>		
Main Criteria	Element	Description
<p>Essential Question: What are the most important knowledge/skills I want my students to attain by the end of the interval of instruction?</p>		
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. ▪ Statement should be broad enough that it captures the major content of an extended instructional period, but focused enough that it can be measured. ▪ Attainment of this objective positions students to be ready for the next level of work in this content area.
	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.
<p>Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?</p>		
	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.
<p>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?</p>		
Rigor of Target	Target(s)	<ul style="list-style-type: none"> ▪ Describes where the teacher expects all students to be at the end of the interval of instruction. ▪ The target should be measurable 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 classroom teacher or someone else). ▪ Describes how the evidence will be collected and scored (e.g., scored by the classroom teacher individually or by a team of teachers; scored once or a percentage double-scored).

Anatomy of a Student Outcome Objective (Form)

<p>Title – A short name for the SOO</p> <p>Content Area – The service 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 educator 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 outcome that will enable students to have better access to education through your services?</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 of service. ▪ 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, trend data, or 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 (e.g. logs, scoring guides, screening procedures, surveys) ▪ 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.

Number and Scope of Student Learning/Outcome Objectives

Support Professionals and evaluators should work together to determine how many SLOs/SOOs are appropriate for their specific role. The minimum number of SLOs/SOOs a support professional may set is two. Support professionals should discuss their rationale for selecting a particular area of focus with their evaluators at the beginning of the school year.

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>		

Furthermore, percentages or particular groups of students (e.g., students with IEPs) may not be excluded.

Setting tiered targets according to students' starting points is recommended because students may begin at varying levels of preparedness. However, the expectation is that all students should make gains regardless of where they start. For example, students who begin below grade-level may be expected to make substantial progress toward course/grade objectives by the end of the interval of instruction/service delivery, reducing the gap between their current and expected performance, while students who begin on grade level may be expected to meet or exceed proficiency by the end of the instructional period.

FAQ

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

No, because 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 roster/caseload often looks different by January. How do I set targets for students I have never even seen?

At mid-year, you and your evaluator should compare your current roster/caseload 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 provide services to and exclude students who are no longer on your roster/caseload.

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, immunization records);
- 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: www.ride.ri.gov/EdEval-OnlineModules.



Rigor of Target

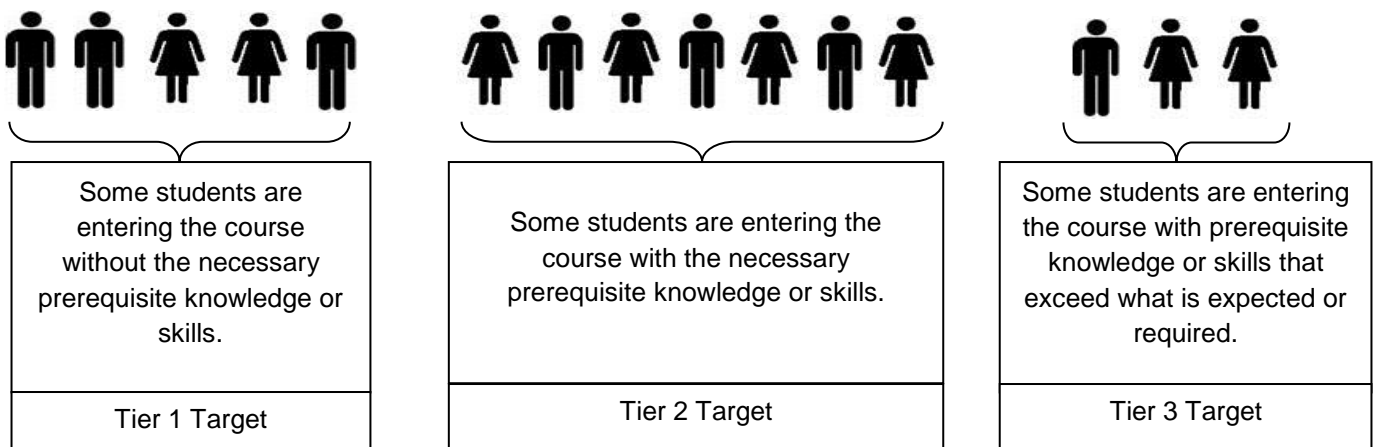
When setting the target(s) for an SLO/SOO, the support professional should start by considering where it is expected for groups of students or the school community as a whole to be at the end of the interval of instruction or the interval of service (objective statement) based on where the students are with respect to the objective statement (baseline data).

Not all students begin with the same level of preparedness. Therefore, targets may be tiered to reflect differentiated expectations for learning/outcomes.

Setting tiered targets based on students' prerequisite knowledge and skills helps to ensure that the targets are rigorous and attainable for all students. Students entering a course or grade level with high proficiency or robust prerequisite skills will need to be challenged by a higher target. For students entering a course or grade level with lower proficiency or lacking prerequisite skills, a more modest target may be appropriate in order to ensure that it is reasonably attainable in the interval of instruction/service.

That said, the intent of tiered targets is not to calcify achievement gaps. The needs for fairness and appropriateness should be balanced by the need to challenge lower-achieving students to catch up to their peers. Additionally, while students in lower tiers may have a lower absolute target, reaching it may require them to make *more progress* than students with higher targets, resulting in a closing or narrowing of the achievement gap(s).

The following graphic shows one example of how to tier targets for an SLO 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. More detailed information about SLO/SOO target setting, including the online module: *Using Baseline Date and Information to Set SLO Targets*, is available on the RIDE website at: www.ride.ri.gov/EdEval-OnlineModules.



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. Evidence sources may be created by individual support professionals, teams, district leaders, or purchased from a commercial vendor. However, all assessments must be reviewed by evaluators.

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

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).

An assessment may be high-quality for a particular purpose, but if it is not aligned to the Objective Statement of the SLO/SOO, it is not the best choice. Additionally, the use of a single evidence source can be problematic if it does not capture the full breadth of the Objective Statement. Consider the following examples:

- The **SLO** Objective Statement says that students will improve their reading accuracy, fluency, and comprehension of literary and informational text, and their ability to convey information about what they've read. One assessment might be used to measure reading accuracy, fluency, and some comprehension of both literary and information text. Another assessment might be used to measure deeper reading comprehension and their ability to convey information about what they've read
- The **SOO** Objective Statement says that the overall health, wellness, and safety of students will improve. One evidence source might be used to track immunization records. A second evidence source may track the vision screening results and follow up. A third assessment may be used to assess the effectiveness of staff development sessions.

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: www.ride.ri.gov/CAS.



RIDE has also developed an **Assessment Toolkit** to support educators with assessment literacy. While the Assessment Toolkit was originally designed for teachers, some of the resources will be helpful for support professionals. 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**

Support professionals can access the Assessment Toolkit on the RIDE website at: www.ride.ri.gov/EdEval-OnlineModules.



The table on the following page 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

High Quality	<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
Moderate Quality	<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
Low Quality	<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

In order for an SLO/SOO to be approved, it must be rated as acceptable on three criteria:

1. **Priority of Content**
2. **Rigor of Target(s)**
3. **Quality of Evidence**

Some SLOs/SOOs will be approvable upon submission, while others will require revisions. An SLO and an SOO Quality Review Tool have been developed to further clarify expectations and help support professionals and evaluators determine if an SLO/SOO is acceptable or needs revision.

The SLO and SOO Quality Review Tools are available on the RIDE website at: www.ride.ri.gov/EdEval-Best-Practices-Resources.



Flexibility Factor

Approving Student Learning /Outcome Objectives:

Student Learning Objectives should be discussed during the Beginning-of-Year Conference and approved no later than the end of the first quarter.

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' learning progress with their evaluators. Support professionals and evaluators should work together to ensure students' learning needs are effectively addressed through instructional practice and supports. 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 an SLO/SOO is no longer appropriate, it may be revised. Revisions should be rare, but adjustments may be made if:

- **The 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 or access to learning challenges in the classroom/school.**

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

Scoring Individual Student Learning/Outcome Objectives

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

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.

Flexibility Factor

Submission of Results

Schools and districts may determine the timeline for submitting SLO/SOO results. However, the intent is for SLOs/SOOs to document the impact that teachers are making throughout the full interval of instruction. Early deadlines are not recommended (e.g., an April deadline for a year-long SLO). Additionally, some assessment data (e.g., end-of-year assessments) will not be available at the time of the End-of-Year Conference. In these cases, the educator and evaluator should meet and discuss other components of the evaluation system and review any data related to the SLOs/SOOs. When data become available, the teacher should summarize it and send it to the evaluator for review and the assignment of an overall rating.

Additional Student Learning/Outcome Objective Scoring Guidance

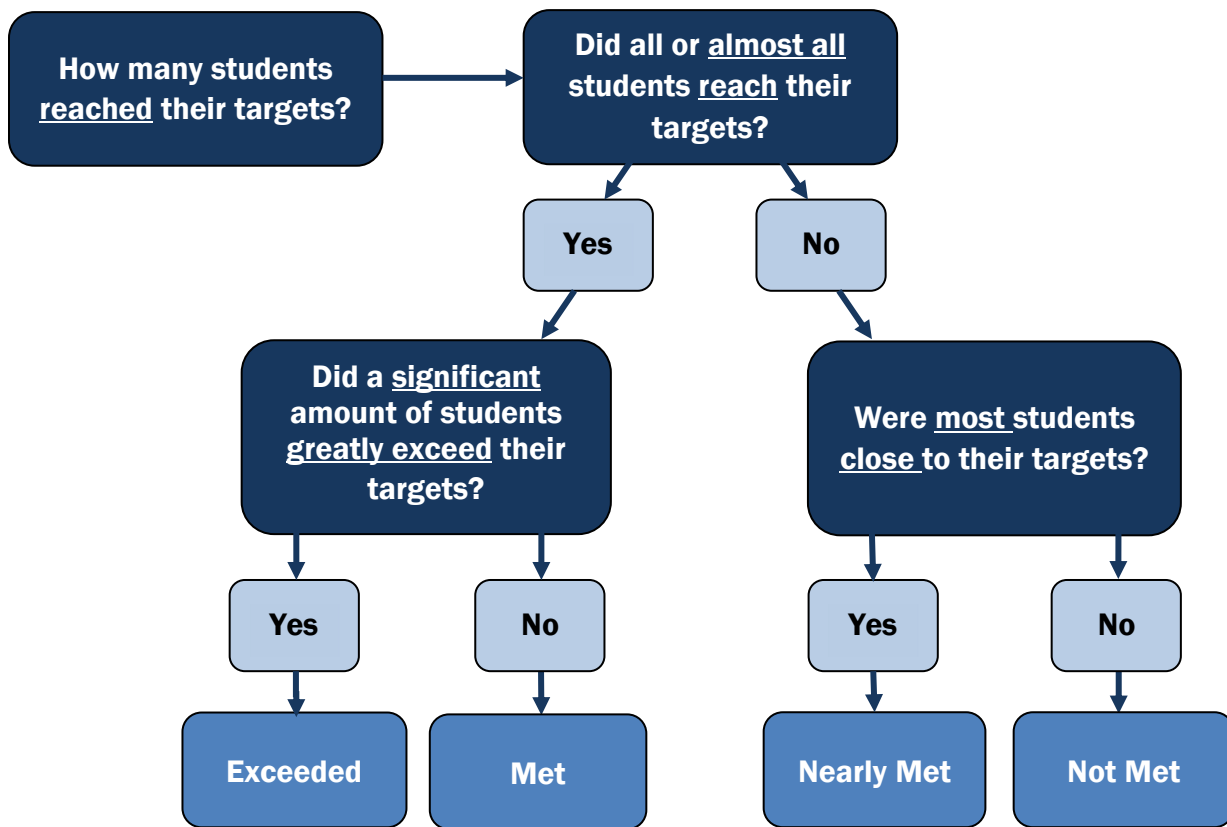
To help further clarify the definitions of *Exceeded*, *Met*, *Nearly Met*, and *Not Met*, RIDE has developed the following scoring guidelines that LEAs can choose to adopt.

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 above 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.

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 SLOs/SOOs are *Exceeded*, *Met*, *Nearly Met*, or *Not Met*.



Scoring Student Learning/Outcome Objective Sets

Once individual SLOs/SOOs are scored by evaluators, the SLO/SOO Set Scoring Tables are used to determine an overall SLO/SOO rating of *Exceptional Attainment*, *Full Attainment*, *Partial Attainment*, or *Minimal Attainment*. The Student Learning Objective set scoring tables are located in **Appendix 1**.

Student Learning/Outcome Objective Set Descriptors

Exceptional Attainment

- 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

- 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

- 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

- 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 marked the first time that teachers and support professionals who were designated by their LEA as contributing educators in math and reading in grades 3-7 received an in-progress RIGM score. These scores were released via the Educator Performance and Support System (EPSS) to provide teachers and school and district leaders with a critical piece of information to improve teaching and learning. In 2014-15, contributing educators, where applicable, will once again receive a RIGM score. Although, these scores will not factor into the Final Effectiveness Rating, they should continue to be used for self-reflection and to improve teaching and learning.

We anticipate that RIGM scores will be factored into Final Effectiveness ratings when RIGM scores become available through the new statewide assessment system (PARCC).

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 can be accessed on the RIDE website at: www.ride.ri.gov/RIGM.



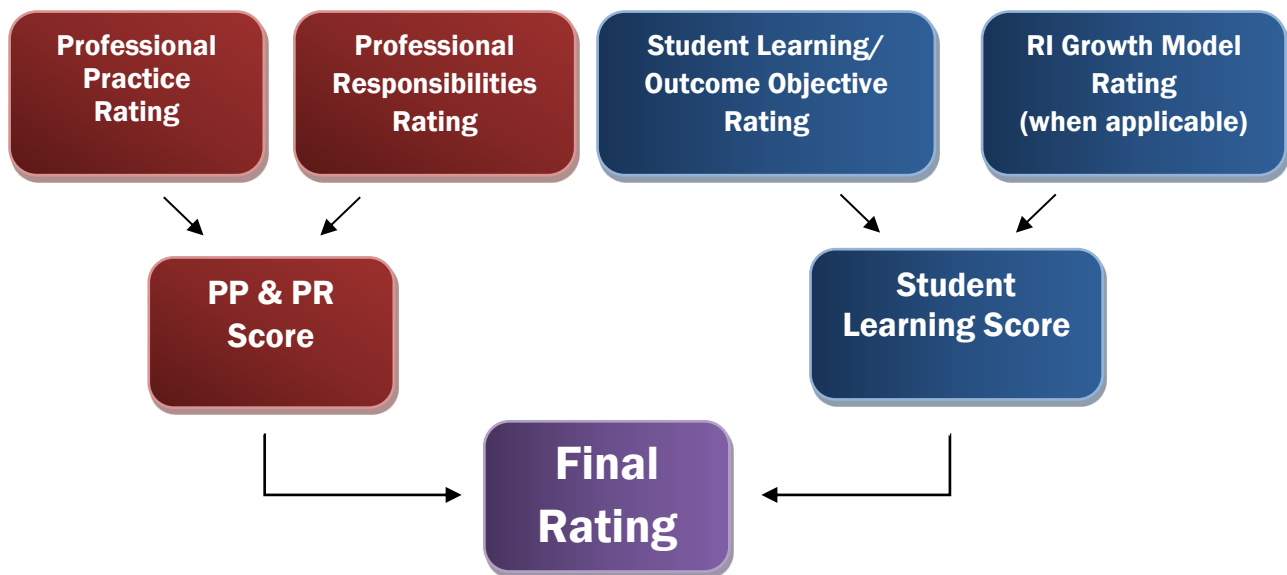
Calculating a Final Effectiveness Rating

The Final Effectiveness Rating will combine an individual's overall Student Learning score and the combined Professional Practice and Professional Responsibilities score. Support professionals 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 Responsibilities, SLOs/SOOs, and (when applicable) the RIGM Rating 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 a 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 Responsibilities 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 Responsibilities 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 Responsibilities Rubric score (total will be between 6 and 18).
- The following bands of scores will be used to determine the Professional Responsibilities Rating:
 - **Exceeds Expectations = 17-18**
 - **Meets Expectations = 12-16**
 - **Does Not Meet Expectations = 6-11**

Step 3 – Combine Professional Practice and Professional Responsibilities to form “PP and PR” Score

- The matrix pictured below, will be used to determine the PP and PR 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 Responsibilities Rating of *Meets Expectations*. These combine to form a PP and PR score of 3.

Matrix Used for All Educators

		Professional Practice			
		Exemplary	Proficient	Emerging	Unsatisfactory
Professional Responsibilities	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 1**.
- Sets of Student Learning Objectives will receive one of the following ratings:
 - **Exceptional Attainment**
 - **Full Attainment**
 - **Partial Attainment**
 - **Minimal Attainment**

Step 5 – Rhode Island Growth Model Rating (when 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

Step 7 – Combine Scores to Determine Final Effectiveness Rating

- The PP and PR 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 PR score of 3, which results in a Final Effectiveness Rating of *Effective*.

Matrices

The Rhode Island Model uses matrices to determine a support professional's Professional Practice and Professional Responsibilities Score (PP and PR 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 PR, Student Learning, and the Final Effectiveness Ratings are neither random nor limited to a certain percentage.

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

		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

Final Effectiveness Rating Matrix

		STUDENT LEARNING			
		4	3	2	1
PP x PR	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

Appendix 1: Student Learning/Outcome Objective Scoring Lookup Tables

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

SLO/SOO 1	SLO/SOO 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/SOO Scoring Lookup Table for 3 SLOs/SOOs

SLO/SOO 1	SLO/SOO 2	SLO/SOO 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/SOO Scoring Lookup Table for 4 SLOs/SOOs

SLO/SOO 1	SLO/SOO 2	SLO/SOO 3	SLO/SOO 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 2: Online Resources

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

Educator Evaluation Homepage:

www.ride.ri.gov/EdEval

Rhode Island Model Guidebooks, Addenda, Rubrics, and Forms:

www.ride.ri.gov/EdEval-RIModel-GuidesForms

Rhode Island Model FAQs:

www.ride.ri.gov/EdEval-RIModel-FAQs

Online Modules & Tools (including the Assessment Toolkit):

www.ride.ri.gov/EdEval-OnlineModules

Summer Training:

www.ride.ri.gov/EdEval-InPersonTraining

Student Learning/Outcome Objectives:

www.ride.ri.gov/SLOs

Best Practices Resource Suite:

www.ride.ri.gov/EdEval-Best-Practices-Resources

Educator Performance and Support System (EPSS):

www.ride.ri.gov/EPSS

Rhode Island Growth Model:

www.ride.ri.gov/RIGM

Comprehensive Assessment System:

www.ride.ri.gov/CAS

Appendix 3: Support Professional – Professional Practice 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: 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. Builds rapport with students promoting effective implementation of services	<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 that is student focused ensuring students have greater ownership in their education and well beingD. 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

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

Support Professionals serves 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, develops and accesses a variety of resources
- Serves as an expert or consultant to the school community
- 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

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

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES
4	The support professional consistently serves as an expert in their field. They seek ways to share their expertise within the school setting and beyond. They proactively build and/or sustain effective partnerships resulting in collaboration to identify challenges and provide possible solutions. They consistently assess the needs of educators, families and students and provide access to strategies, resources and supports that address the stated goals of service, and provide information on effective use of these resources. Through their work, students have greater access to learning.	In addition to the criteria for “3”: <ul style="list-style-type: none"> ▪ Shares their expertise with colleagues and the community ▪ Builds and sustains partnerships resulting in collaboration towards meeting stated goals of service ▪ Provides access to resources based on needs assessment
3	The support professional consistently serves as a consultant to the school community including teachers, other support staff and families. They are knowledgeable about outside resources and access them when needed. They consistently address the needs of educators, families and students and provide access to strategies, resources and supports that address the stated goals of service. Through their work, students have greater access to learning.	<ul style="list-style-type: none"> ▪ Serves as a consultant to the school community ▪ Aware of outside resources and knows how to access them ▪ Provides access to a variety of resources that address goals of service ▪ Focused on increasing student access to learning
2	The support professional serves as a consultant to the school community including teachers, other support staff and families but services are inconsistent. They locate resources to support the needs of educators, families and students when requested. They inconsistently address the needs of educators, families and students. Strategies and resources provided may not meet the stated goals of service. Their work has little impact on students having greater access to learning.	<ul style="list-style-type: none"> ▪ Serves as a consultant to the school community inconsistently ▪ Resources are available upon request ▪ Strategies and resources are partially aligned with goals ▪ Student access to learning is not the primary focus of services
1	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. Resources provided may be generic or not suitable to meet the stated goal of service. Their work has little or no impact or may even negatively impact students having greater access to learning.	<ul style="list-style-type: none"> ▪ Does not view role as a consultant to the school community ▪ Does not supply resources when asked and only provides them when directed by a supervisor ▪ When strategies and resources are provided, they are not suitable to meet goals ▪ Student access to learning is not considered or may even be negatively impacted

DOMAIN 1: COLLABORATION

COMPONENT 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 delivery 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

COMPONENT 1B: Uses and models effective communication with all stakeholders

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES
4	The support professional has ongoing dialogue with key stakeholders, including the student (when appropriate) to proactively share information about progress and service delivery. The purpose and content of communications are clear to all and differentiated to meet the needs of the audience. The support professional uses a variety of formats (e.g. phone, email, letter, meeting) to ensure that the information provided is accessible and understandable to families. Communications are timely and respectful of confidentiality. Effective communication leads to collaboration and shared knowledge between stakeholders.	In addition to the criteria for “3”: <ul style="list-style-type: none"> ▪ Dialogue with key stakeholders is ongoing and proactive ▪ Communications are differentiated to meet the needs of the audience ▪ A variety of communication formats are used ▪ Communication leads to collaboration
3	The support professional communicates with key stakeholders including the student (as appropriate) to share information about student progress and service delivery on a regular basis. The purpose and content of the communication is clear to all. The format used is accessible and understandable to the audience. Communications are timely and respectful of confidentiality. Effective communication leads to shared knowledge between stakeholders.	<ul style="list-style-type: none"> ▪ Communicates with key stakeholders on a regular basis ▪ Communications are clear to all ▪ The format is accessible and understandable to the audience ▪ Communication leads to shared knowledge between the stakeholders
2	The support professional communicates with key stakeholders including the student (as appropriate) to share information about student progress and service delivery only as needed. The purpose and content of the communication is vague and sometimes requires clarification. The format used may limit accessibility, may not be understandable to the audience, or may be limited to the same mode of communication for all stakeholders. Communications may not be timely or disregard confidentiality. Stakeholders may lack information to effectively work together.	<ul style="list-style-type: none"> ▪ Communicates with key stakeholders as needed ▪ Communications are vague and may require clarification ▪ The format may limit accessibility and may not be understandable to the audience ▪ A single mode of communication may be used ▪ A lack of communication with stakeholders limits collaboration
1	The support professional has little or no communication with key stakeholders including the student (as appropriate) to share information about student progress and service delivery unless requested. The purpose and content of the communication is unclear or confusing. The format used does not take into consideration the targeted audience’s needs. Communications are not timely and may be inappropriate and/or insensitive. Confidentiality may not be considered. Stakeholders only receive information when requested.	<ul style="list-style-type: none"> ▪ Little or no communication with key stakeholders unless requested ▪ Communications are unclear and confusing ▪ The mode of communication does not meet the audience’s needs ▪ Stakeholders must request information

DOMAIN 1: COLLABORATION

COMPONENT 1C: Builds rapport with students promoting effective service delivery

Support professionals build rapport with students to promote effective service delivery and a safe, positive school climate. They proactively interact with students both in service settings and within the school environment. Students see them as an advocate and resource within their school community.

The elements of Component 1C are:

- Interactions with students foster rapport that promotes effective service delivery.
- The support professional is a problem solver who works with students to identify solutions.

Indicators include:

- Attention to student's backgrounds and lives outside of school
- Interaction with students both on their caseload and/or throughout the building
- Warmth and caring
- Politeness and dignity
- Encouragement
- Respectful talk
- Proactive in building relationships with students
- Assists with creating an environment that promotes respect and fosters student learning

COMPONENT 1C: Builds rapport with students promoting effective service delivery

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES
4	Interactions among the support professional and students are highly respectful, reflecting genuine warmth and caring and sensitivity to them as individuals. Students are comfortable working with the support professional and trust the support professional with sensitive information. They often will seek out the support professional for advice and/or support. The support professional proactively addresses conflict. However is able to de-escalate situations that may arise effectively in a respectful manner. They are viewed as an advocate and problem solver. They proactively work with students to create a safe environment to promote respect and foster student learning.	In addition to the criteria for “3”: <ul style="list-style-type: none"> ▪ Interactions are highly respectful ▪ The support professional is sensitive to students as individuals ▪ Students trust the support professional due to their rapport ▪ Proactively addresses conflict ▪ Viewed as a student advocate and problem solver ▪ Proactively contributes to promoting respect and fostering student learning
3	Interactions among the support professional students are friendly and demonstrate general caring and respect. Students are comfortable working with the support professional. The support professional addresses conflict and is able to de-escalate situations that may arise effectively in a respectful manner. They support students in finding solutions. They work with students to create a safe environment to promote respect and foster student learning.	<ul style="list-style-type: none"> ▪ Interactions with students are friendly, respectful and caring ▪ Students are comfortable with the support professional ▪ Conflict is addressed ▪ De-escalates situations effectively ▪ Promotes respect and fosters student learning
2	Interactions among the support professional and students are generally appropriate but may indicate a disregard for the needs of the student. Students, work with the support professional as required. The support professional addresses conflict inconsistently and attempts to de-escalate situations that may arise with uneven results. Their approach to problem solving may be reactive. They are aware of school initiatives but have little or no contribution to creating a safe environment to promote respect and foster student learning. Interactions with students may be limited.	<ul style="list-style-type: none"> ▪ Interactions with students are appropriate but may disregard students as individuals ▪ Students work with the support professional as required ▪ Conflict is addressed inconsistently and with uneven results ▪ Limited contribution to creating a safe environment to promote respect and fostering student learning
1	Interactions among the support professional and students are mostly negative, demeaning, sarcastic, inappropriate, or insensitive. Students do not seek out the support professional or request other participants are present when they meet. The support professional does not address disrespectful behavior or may escalate a conflict. They are not involved in creating a safe environment to promote respect and foster student learning. Interactions with students are restricted to times scheduled for them.	<ul style="list-style-type: none"> ▪ Interactions with students are characterized as negative, demeaning or sarcastic ▪ There is limited rapport between students and the support professional ▪ Students may resist working with the support professional ▪ Conflicts are not addressed and may even be caused by the support professional ▪ No contribution to promoting respect or fostering student learning

DOMAIN 2: SERVICE DELIVERY

COMPONENT 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 delivery and/or the program

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

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES
4	<p>The support professional establishes goals to consistently improve service delivery to better meet student needs. The services are aligned with professional standards and integrate current evidence-based practices. The support professional integrates district/school initiatives into their work to increase equity and access for all students. The support professional can communicate how and why the goals are appropriate and frequently collects data to monitor outcomes. Service delivery is adjusted proactively to increase effectiveness based on data. They consistently communicate both goals and progress with staff that are involved in the student's day to provide a more integrated approach to service delivery.</p>	<p>In addition to the criteria for "3":</p> <ul style="list-style-type: none"> ▪ Consistently reviews goals to improve practice ▪ Integrates district and school initiatives into their work to increase equity and access for all students ▪ Proactively adjusts services based on data ▪ Consistently communicates goals and progress with staff involved in the student's day
3	<p>The support professional establishes goals to improve service delivery to better meet student needs. The services are aligned with professional standards and integrate evidence-based practices. The support professional can communicate how and why the goals are appropriate and frequently collects data to monitor outcomes. Service delivery is adjusted to increase effectiveness based on data. They share goals and progress with staff that are involved in the student's day during meetings or as needs arise.</p>	<ul style="list-style-type: none"> ▪ Establishes goals for service delivery ▪ Aligns services with professional standards* ▪ Can communicate how and why the goals are appropriate ▪ Collects data to frequently monitor progress towards goals ▪ Adjusts services based on data to increase effectiveness ▪ Shares goals with staff involved in student's day
2	<p>The support professional establishes goals for service delivery that may be generic for a group of students. The services are partially aligned with professional standards. Practices may not consistently include evidence-based practices. The support professional can communicate goals but is not able to explain why goals are appropriate and only collects data when reports are requested. Data has limited impact on service delivery. They communicate goals and progress only as requested.</p>	<ul style="list-style-type: none"> ▪ Goals may be generic for a group of students ▪ Services are partially aligned with professional standards* ▪ Inconsistent use of evidence-based practices ▪ Collects data for purpose of reports or when requested ▪ Unable to fully explain appropriateness of goals ▪ Communication of goals is as requested
1	<p>The support professional relies on others to establish goals for the services they provide. They do not take into consideration professional standards or evidence-based practices when planning services. The support professional has a limited understanding of their role. They do not collect data to monitor their effectiveness or make changes for improvement unless requested. When asked to share goals and progress, they are not able to provide specific service delivery outcomes.</p>	<ul style="list-style-type: none"> ▪ Relies on others to set goals for services they provide ▪ Professional standards* and evidence-based practices may not be considered when planning services ▪ Limited understanding of their role ▪ Data is not collected to inform services unless requested ▪ Unable to provide specific updates to others on student progress

* The Support Professional Support and Evaluation System was designed using the professional standards for all 7 roles evaluated using this model.

DOMAIN 2: SERVICE DELIVERY

COMPONENT 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:

- Planning accounts 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

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

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES
4	<p>The support professional has extensive knowledge of the developmental, cognitive, social and cultural needs of the students they serve. They consistently elicit information about their students from students, parents, and other colleagues and apply that information to effectively plan for service delivery. They proactively monitor and collect data to document student progress and inform planning and service delivery. They use their extensive knowledge of child/adolescent development to select materials and strategies to maximize student success.</p>	<p>In addition to the criteria for “3”:</p> <ul style="list-style-type: none"> ▪ Has extensive knowledge of developmental, cognitive, social and cultural needs of student they service ▪ Consistently elicits information about their students from multiple sources ▪ Proactively monitors and collects data to inform planning and service delivery ▪ Extensive knowledge of child/adolescent development guides selection of materials and strategies
3	<p>The support professional has knowledge of the developmental, cognitive, social and cultural needs of the students they serve. They solicit information about their students from students, parents, and other colleagues and apply that information to effectively plan for service delivery. They monitor and collect data to document student progress and inform planning and service delivery. They use their knowledge of child/adolescent development to select materials and strategies to maximize student success.</p>	<ul style="list-style-type: none"> ▪ Has knowledge of developmental, cognitive, social and cultural needs of students they service ▪ Solicits information about their students from multiple sources ▪ Uses knowledge of students to plan service delivery ▪ Knowledge of child/adolescent development guides selection of materials and strategies
2	<p>The support professional has limited knowledge of the developmental, cognitive, social and cultural needs of the students they serve. They use information available to them, but don’t actively solicit data to effectively plan for service delivery. They monitor student progress, but do not consistently use it to inform planning and service delivery. Their limited knowledge of child/adolescent development impacts their effectiveness in selecting materials and strategies to maximize student success.</p>	<ul style="list-style-type: none"> ▪ Has limited knowledge of developmental, cognitive, social, and cultural needs of students they service ▪ Doesn’t actively solicit data about their students from other sources ▪ May use data provided to them to inform planning ▪ Monitors student progress, but inconsistently uses it to inform planning ▪ Limited knowledge of child/adolescent development impacts their effectiveness in selecting materials and strategies
1	<p>The support professional has little or no knowledge of the developmental, cognitive, social and cultural needs of the students they serve. Little or no data is collected or reviewed prior to planning. Data is inconsistently used to inform their planning and service delivery. Their lack of knowledge of child/adolescent development negatively impacts their ability to select materials and strategies to maximize student success.</p>	<ul style="list-style-type: none"> ▪ Little or no knowledge of developmental, cognitive, social, and/or cultural needs of students they service ▪ Little or no data is collected on students they service ▪ Inconsistent use of data to inform planning ▪ Lack of knowledge of child/adolescent development negatively impacts their ability to select materials and strategies

DOMAIN 2: SERVICE DELIVERY

COMPONENT 2C: Implements service delivery that is student focused, ensuring students have greater ownership in their education and well being

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
- The support professional helps students connect previous experience to current learning

COMPONENT 2C: Implements service delivery that is student focused, ensuring students have greater ownership in their education and well being

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES
4	Services provided by the support professional are consistently student focused. The students, as developmentally appropriate, are aware of the purpose and goals of their services. The support professional empowers students to self-assess and advocate for their needs. The support professional engages students to take ownership of their education and well-being. 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 a “3”:</p> <ul style="list-style-type: none"> ▪ Services are consistently student focused ▪ Students are empowered to self-assess and advocate for their needs ▪ Students are empowered to take ownership for their education and well being ▪ Consistently uses multiple, differentiated supports, resources, and activities to meet the needs of individual students ▪ Supports are directly aligned with outcomes
3	Services provided by the support professional are student focused. Students, as developmentally appropriate, are aware of the purpose and goals of their services. The support professional engages students to fully participate in their education and well-being. Differentiated supports, resources, and activities are effectively used to meet the needs of individual students.	<ul style="list-style-type: none"> ▪ Services are student focused ▪ As developmentally appropriate, the support professional shares purpose and goals of services with the student ▪ Students are encouraged to fully participate in their education and well being ▪ Supports and resources are differentiated to meet the needs of individual students
2	Services provided by the support professional are not consistently student focused. Some students, as developmentally appropriate, are aware of the purpose and goals of their services. The support professional attempts to engage students to participate in their education and well-being. Limited or inconsistent use of differentiated supports, resources, and activities are used to effectively meet the needs of individual students.	<ul style="list-style-type: none"> ▪ Services are not consistently student focused ▪ Some students are aware of their goals ▪ Attempts are made to engage students in their education and well being ▪ Limited or inconsistent use of differentiated supports, resources, and activities to meet the needs of individual students
1	Services provided by the support professional are not student focused. Students are unaware of the purpose and goals of their services. The support professional does not engage students in participating in their education and well-being. Little or no differentiated supports, resources, and activities are used to effectively meet the needs of individual students.	<ul style="list-style-type: none"> ▪ Services are not student focused ▪ Students are not aware of their goals ▪ No attempt to engage students in their education and well being ▪ Little or no differentiated supports, resources, and activities to meet the needs of individual students

DOMAIN 2: SERVICE DELIVERY

COMPONENT 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
- Identifies 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
- Recognizes when adjustments need to be made and implements them when necessary

COMPONENT 2D: Demonstrates flexibility and responsiveness

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES
4	The support professional consistently makes data informed adjustments as necessary to enhance the effectiveness of service delivery and /or the program. Time is effectively used to meet the greatest needs, address service delivery goals, and maximize impact on students. Use of time is reflected upon daily and adjustments are made to maximize impact. The support professional is responsive to providing services to positively impact meeting student needs. They consistently use a collaborative approach to assess student needs, prioritize service delivery, strategies, interventions, and materials used.	<p>In addition to criteria for a “3”:</p> <ul style="list-style-type: none"> ▪ Consistently makes data informed adjustments to services to enhance effectiveness ▪ Reflects on use of time daily to maximize impact on students ▪ Responsive to providing services to meet student needs resulting in a positive impact ▪ Consistently uses a collaborative approach to servicing students
3	The support professional makes data informed adjustments as necessary to enhance the effectiveness of service delivery and/ or the program. Time is effectively used to meet the greatest needs, address service delivery goals, and maximize impact n students. The support professional is responsive to providing services o to meet student needs. A collaborative approach is used to assess student needs, prioritize service delivery, strategies, interventions, and materials used.	<ul style="list-style-type: none"> ▪ Makes data informed adjustments to services to enhance effectiveness ▪ Uses time effectively to meet the greatest needs, goals, and impact students ▪ Responsive to providing services to meet student needs ▪ Uses a collaborative approach to servicing students
2	The support professional attempts to make data informed adjustments as necessary to enhance the effectiveness of service delivery and/ or the program. Time is not consistently used effectively to meet the greatest needs, address service delivery goals, and maximize impact on students. The support professional has limited success in being responsive to providing services to meet student needs. The support professional does not consistently seek out the input of others to assess student needs, prioritize service delivery, strategies, interventions, and materials used.	<ul style="list-style-type: none"> ▪ Attempts to make data informed adjustments to services to enhance effectiveness ▪ Is not consistent in using time effectively to meet the greatest needs, goals, and impact students ▪ Limited success in being responsive to providing services to meet student needs ▪ Does not consistently seek out others to collaborate on service delivery
1	There is little or no evidence that the support professional makes data informed adjustments as necessary to enhance the effectiveness of service delivery and/ or the program. Time is not used effectively to meet the greatest needs, address service delivery goals, and maximize impact on students. The support professional is not responsive to providing services to meet student needs. The support professional does not seek the input of other to assess student needs, prioritize service delivery, strategies, interventions, and materials used.	<ul style="list-style-type: none"> ▪ Little or no evidence that attempts are made to make data informed adjustments to services to enhance effectiveness ▪ Time is not effectively used to meet the greatest needs, goals, and impact students ▪ Is not responsive to providing services to meet student needs ▪ Does not seek out others to collaborate on service delivery

DOMAIN 2: SERVICE DELIVERY

COMPONENT 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. Assessment data is used in providing feedback to students and families.

The elements of Component 2E are:

- Assessment and evaluation criteria
- Service/program delivery adjustment

Indicators include:

- Shares data with colleagues, when permitted and/or appropriate
- 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

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

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES
4	The support professional uses the most up-to-date assessments and assessment strategies available to accurately gather data to inform service delivery. Results are regularly used in planning individualized service delivery. Relevant data is consistently shared, clearly articulated, and used to enhance services for students throughout their education program. The support professional regularly seeks data from additional sources to align services and increase the impact on student access to learning and well-being.	<p>In addition to the criteria for “3”:</p> <ul style="list-style-type: none"> ▪ Uses the most up-to-date assessments and assessment strategies to gather data to inform service delivery ▪ Results are regularly used for planning services ▪ Relevant data is consistently and clearly articulated to others ▪ Regularly seeks data from other sources to increase impact on student access to learning and well being
3	The support professional uses assessments and assessment strategies available to accurately gather data to inform service delivery. Results are used in planning individualized service delivery. Relevant data is shared with others to enhance services for students. The support professional seeks data from additional sources to align services and increase the impact on student access to learning and well-being.	<ul style="list-style-type: none"> ▪ Uses available assessments and assessment strategies to gather data to inform service delivery ▪ Results are used for planning services ▪ Relevant data is shared with others ▪ Seeks data from other sources to increase impact on student access to learning and well being
2	The support professional inconsistently uses assessments and assessment strategies available to accurately gather data to inform service delivery. Results have limited impact on planning individualized service delivery. Relevant data is inconsistently shared with others to enhance services for students. The support professional seeks limited data from additional sources to align services and increase the impact on student access to learning and well-being.	<ul style="list-style-type: none"> ▪ Inconsistently uses available assessments and assessment strategies to gather data to inform service delivery ▪ Results have limited impact on planning services ▪ Relevant data is inconsistently shared with others ▪ Seeks limited data from other sources to increase impact on student access to learning and well being
1	The support professional does not use or uses assessments and assessment strategies that are inappropriate for gathering data to inform service delivery. Data has no impact on planning individualized service delivery. Relevant data is not shared with others to enhance services for students. The support professional fails to seek data from additional sources to align services and increase the impact on student access to learning and well-being.	<ul style="list-style-type: none"> ▪ Uses inappropriate or no assessments and assessment strategies to gather data to inform service delivery ▪ Results have no impact on planning services ▪ Relevant data is not shared with others ▪ Fails to seek data from other sources to increase impact on student access to learning and well being

Appendix 4: Support Professional - Professional Responsibilities 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	DOMAIN 2: PROFESSIONALISM
<p>PR1: Understand and participates in school/district-based initiatives and activities</p> <ul style="list-style-type: none"> ▪ Knowledge of school and district initiatives and activities <p>Involvement in school and district initiatives and activities</p> <p>PR2: Solicits, maintains records of, and communicates appropriate information about students' behavior, learning needs, and academic progress</p> <ul style="list-style-type: none"> ▪ 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 	<p>PR3: Acts on the belief that all students can learn and advocates for students' best interests</p> <ul style="list-style-type: none"> ▪ 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 <p>PR4: Works toward a safe, supportive, collaborative culture by demonstrating respect for everyone, including other educators, students, parents, and other community members in all actions and interactions</p> <ul style="list-style-type: none"> ▪ Support Professional interactions with students ▪ Support Professional interactions with colleagues ▪ Support Professional interactions with parents or other community members <p>PR5: Acts ethically and with integrity while following all school, district, and state policies</p> <ul style="list-style-type: none"> ▪ Required personnel file documentation of behavior ▪ Interactions with school leadership ▪ Interactions with colleagues ▪ Interactions with students, families, and outside providers <p>PR6: Engages meaningfully in the professional development process and enhances professional learning by giving and seeking assistance from other educators</p> <ul style="list-style-type: none"> ▪ Professional Growth Plans ▪ Involvement in professional development

PROFESSIONAL RESPONSIBILITIES DOMAIN 1: SCHOOL RESPONSIBILITIES AND COMMUNICATION

PR1: 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 RESPONSIBILITIES DOMAIN 1: SCHOOL RESPONSIBILITIES AND COMMUNICATION

PR2: 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 RESPONSIBILITIES DOMAIN 2: PROFESSIONALISM

PR3: 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 RESPONSIBILITIES DOMAIN 2: PROFESSIONALISM

PR4: Works toward a safe, supportive, collaborative culture by demonstrating respect for everyone, including other educators, students, parents, and other community members, in all actions and interactions

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 RESPONSIBILITIES DOMAIN 2: PROFESSIONALISM

PR5: 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 RESPONSIBILITIES DOMAIN 2: PROFESSIONALISM

PR6: 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.