

Rhode Island Model Evaluation & Support System



Support Professional

Edition IV



RIDE Rhode Island
Department
of Education

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Introduction

Rhode Island is committed to ensuring that all educators receive fair, accurate, and meaningful educator evaluations that provide information that can help all support professionals improve and refine their practice. This commitment is an outgrowth of our recognition of the influence support professionals have on student growth and achievement. Currently, LEAs in Rhode Island may submit a district-designed model for approval that complies with the Educator Evaluation System Standards or adopt the Rhode Island Model Support Professional Evaluation and Support System (Rhode Island Model).

This document describes the process and basic requirements for the Rhode Island Model Support Professional Evaluation and Support System. Through this model, we hope to help create a culture where all support professionals have a clear understanding of what defines excellence in their work; receive 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

In this guidebook we clearly separate and label aspects of the model that local education agencies (LEAs) can customize as Flexibility Factors. Throughout the guidebook, we indicate corresponding resources available on the RIDE website. These resources aim to help educators understand how to best implement various aspects of the Rhode Island Model. Resources include online training modules, sample Student Learning/Outcome Objectives, and a suite of calibration protocols designed to help school and LEA leaders facilitate ongoing calibration exercises.

Flexibility Factor

Boxes like this one will be used throughout the guidebook to highlight where schools and LEAs have an opportunity to customize aspects of the Rhode Island Model and establish policies to meet their local needs.

Selecting the Appropriate Model

We recognize that support professional roles may look different in different contexts. The Rhode Island Model Support Professional Evaluation and Support System should be used to evaluate library media specialists*, school nurse teachers*, reading specialists/consultants*, mathematics specialists/consultants*, English as a second language specialists/consultants*, instructional leaders*, school counselors, school psychologists, speech language pathologists, and school social workers. Using this system for any other role 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.*

Rhode Island Model at a Glance

Requirements for Support Professionals in the Summative Evaluation Year

The table below outlines the minimum requirements for support professionals receiving a full evaluation.

Element	Minimum Requirements
Evaluation Conferences	<ul style="list-style-type: none"> ▪ Three conferences between the support professional and the evaluator (beginning-of-year, middle-of-year and end-of-year)
Professional Practice	<ul style="list-style-type: none"> ▪ At least three observations (one announced at least a week in advance and two unannounced) of at least 20 minutes each and evidence gathered through day to day interactions ▪ Written feedback after each observation
Professional Responsibilities	<ul style="list-style-type: none"> ▪ Holistic ratings on each of the seven components of the Professional Responsibilities Rubric based on evidence collected throughout the year
Professional Growth Goal	<ul style="list-style-type: none"> ▪ One Professional Growth Goal written at the beginning of the year and scored by the evaluator at the end of the year
Student Learning <i>UPDATED 7/2019</i>	<ul style="list-style-type: none"> ▪ At least two but no more than four SLOs/SOOs using either the original or flex models
Final Effectiveness Rating	<ul style="list-style-type: none"> ▪ Calculated using the points-based system, with each measure having the following weights: <ul style="list-style-type: none"> ▫ Professional Practice: Collaboration (25 percent) ▫ Professional Practice: Service Delivery (25 percent) ▫ Professional Responsibilities (20 percent) ▫ Student Learning (30 percent)
Performance Improvement Plans	<ul style="list-style-type: none"> ▪ Development and implementation of a Performance Improvement Plan for any support professional receiving a FER of <i>Developing</i> or <i>Ineffective</i> as defined in Standard Four of the Educator Evaluation System Standards

Requirements for Support Professionals in the Cyclical Process

Support professionals in the cyclical process at a minimum must have an annual conference with their evaluator.

Evaluation Frequency

The table below identifies how frequently support professionals must be evaluated.

Support professionals who...	Evaluation Frequency
Received a Final Effectiveness Rating of Highly Effective on their most recent evaluation	No more than once every three years
Received a Final Effectiveness Rating of Effective on their most recent evaluation	No more than once every two years
Received a Final Effectiveness Rating of Developing on their most recent evaluation	Annually
Received a Final Effectiveness Rating of Ineffective on their most recent evaluation	Annually
Do not have tenure	Annually
Are using a different certificate in their current placement than they were during their most recent evaluation	Annually
Received no rating in the prior year	Annually

When Can Evaluations Be Conducted More Frequently?

- An LEA may provide more frequent evaluations than stipulated above as part of a negotiated collective bargaining agreement.
- If concerns arise about a tenured support professional's performance, the support professional may receive more frequent evaluations so long as actions are in accordance with the negotiated collective bargaining agreement. Triggers for more frequent evaluations may include, but are not limited to, informal classroom walkthroughs, professional conduct, and measures of student learning.

Annual Conferences

All educators who received a rating of Highly Effective and Effective and are in a non-summative year should have an annual conference. The conference should be in accordance with a process and scope determined by the district educator evaluation committee (DEC). The purposes of these conferences may include but are not limited to the following:

- Feedback on classroom walkthroughs
- Discussions about other local student learning measures
- Other feedback that will assist with professional growth and the improvement of practice and student learning

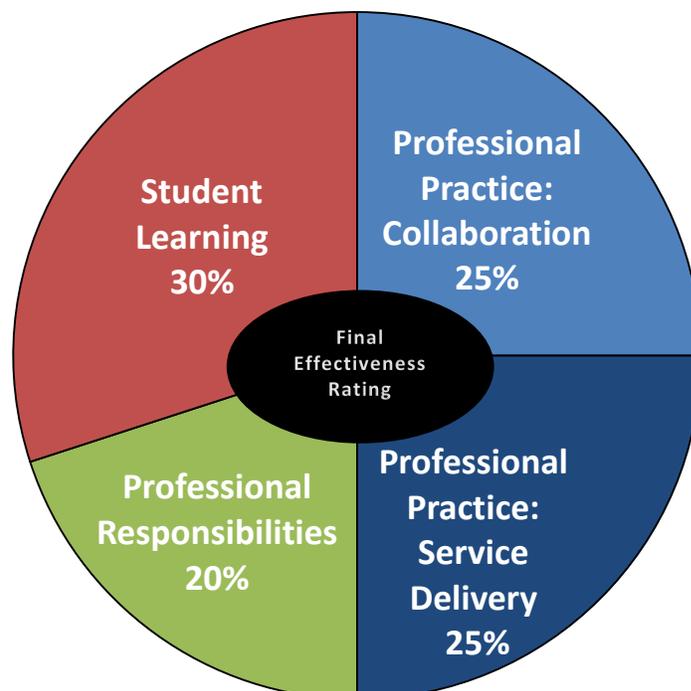
System Overview

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 four measures.

1. **Professional Practice: Collaboration** – This measure includes four components focused on how support professionals work with colleagues, administrators, students, families, and community organizations to meet the needs of students.
2. **Professional Practice: Service Delivery** – This measure includes four components focused on the services, supports, data use, programming, and consultation provided by a support professional.
3. **Professional Responsibilities** – This measure assesses the contributions support professionals make as members of their learning community as defined in the Professional Responsibilities Rubric.
4. **Student Learning** – This measure assesses the support professional's impact on student learning through the use of Student Learning Objectives (SLOs) and/or Student Outcome Objectives (SOOs).

Scores from each of the four measures combine 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.

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.

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, director of pupil personnel, or special education director, but schools and LEAs 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 LEAs may also decide to use complementary evaluators to assist primary evaluators (e.g., help collect evidence and provide feedback). Like primary evaluators, complementary evaluators are required to give support professionals written feedback after observations. A complementary evaluator should share his or her feedback with the primary evaluator as it is collected and shared with support professionals. Primary evaluators will have sole responsibility for assigning final ratings.

Ensuring Fairness and Accuracy

To help ensure fairness and accuracy, the Rhode Island Model uses multiple measures to assess performance. According to the Educator Evaluation System Standards LEAs will:

- Ensure that all evaluators receive comprehensive training and opportunities for calibration, thus promoting demonstration of valid and accurate judgments.
- Provide ongoing training on the evaluation system to all educators.
- Collect and analyze evaluation data to identify individual and collective professional development needs.
- Provide opportunities for educators to participate in professional development that meets these individual and collective professional development needs.
- Provide intensive support to educators new to the profession, educators new to a certificate area, educators new to the LEA, and educators who do not meet expectations for educator quality.
- Identify the ways in which evaluation data are used to demonstrate each of the four levels of effectiveness and the actions that result from each rating.
- Ensure that the LEA evaluation committee regularly reviews the system and engages in activities to maintain and improve the evaluation system, such as strategic planning, planning professional development, assuring adequate resources, analyzing data and recommending changes, and assessing fidelity of implementation.

Flexibility Factor

Evaluators

- Schools/LEAs have the flexibility to decide who will serve as the primary evaluator.
- LEA policy or the local collective bargaining agreement may allow for the use of complementary evaluators.
- Schools and LEAs may also choose to select individuals based within or outside the school or LEA in which they serve as evaluators. The complementary evaluator could be a single peer evaluator or a team of peer evaluators.

Support and Development

Every school is unique, and support and development should not look exactly the same for everyone. However, the Rhode Island Model is designed to foster support professional development by:

- **Outlining high expectations** that are clear and aligned with school, LEA, and state priorities.
- **Establishing a common vocabulary** for meeting expectations.
- **Encouraging student-focused conversations** to share best practices and address common challenges.
- **Grounding support professional learning** in data-driven collaboration, conferencing, observation, and feedback to meet shared goals for student achievement.
- **Providing a reliable process** for support professionals to focus 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: The support professional and evaluator discuss the support professional's past performance, Professional Growth Goal, student learning, how they will be observed, how confidential situations will be handled, and the year ahead. When discussing the SLOs/SOOs, support professionals and evaluators can improve transparency of expectations by making sure they share a common understanding of the criteria for *Not Met*, *Nearly Met*, *Met*, and *Exceeded*.

Mid-Year Conference: The support professional and evaluator discuss all aspects of the support professional's performance to date. Discussions should address Professional Practice: Collaboration, Professional Practice: Service Delivery, Professional Responsibilities, and Student Learning. In some cases, Professional Growth Goals and SLOs/SOOs may be revised based on discussion between the support professional and evaluator. For example, a support professional with high mobility may need to compare the current roster to the one used to set targets. If there are substantial differences, adjustments to the target may be necessary to include all students on the most recent caseload and exclude students who are no longer on the caseload.

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

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.
- Beginning-of-Year Conferences may be held in groups, such as by team or content area, in order to collaborate around student learning and PGGs. A support professional may request an individual conference to address personal

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: The support professional and evaluator review summative feedback on Professional Practice and Responsibilities and discuss student learning results. They also discuss progress toward the support professional’s Professional Growth Goal. During or soon after the conference, the evaluator finalizes and shares the Support Professional’s Final Effectiveness rating for the school year.

Performance Improvement Plans

The goal of the Performance Improvement Plan is to ensure that support professionals who are in need of support receive it. A support professional who has a Performance Improvement Plan works with an improvement team 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 LEA context.

Flexibility Factor

Performance Improvement Plans

An evaluator may put a support professional on a Performance Improvement Plan at any time during the year if concerns arise. This applies to all support professional regardless of their status in the cyclical process.

Required Components of Performance Improvement Plans

Any support professional who receives a Final Effectiveness Rating of *Developing* or *Ineffective* must have a Performance Improvement Plan the following year.

Performance Improvement Plans must:

- Include time-bound goals, action steps, and benchmarks.
- Identify action steps the support professional will take to improve his or her practice.
- Clearly identify who is responsible for implementing each aspect of the plan.
- Plan for frequent check-ins with the evaluator or other support personnel.

The Educator Evaluation System Standards require LEAs 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 local policies.

Professional Practice: Collaboration & Service Delivery

The Professional Practice Rubric (**Appendix 3**) represents the Rhode Island Model's definition of effective service delivery. More specifically:

- The Professional Practice Rubric aligns with the professional standards of 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 Professional Practice Rubric consists of eight components organized into two domains.
- Evaluators score components 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.

Professional Practice Rubric Components	
Professional Practice: Collaboration Domain 1	Professional Practice: Service Delivery Domain 2
1a: Works with educators and families to develop strategies and resources to meet the needs of students	2a: Establishes service delivery and/or program goals and develops a plan to evaluate them
1b: Uses and models effective communication with learners, colleagues and/or stakeholders	2b: Plans effectively for service delivery that is based on student data and knowledge of child development
1c: Builds rapport with students promoting effective implementation of services	2c: Implements service delivery that is student focused ensuring students have greater ownership in their education and well being
1d: Demonstrates flexibility and responsiveness	2d: Uses appropriate assessments to diagnose or identify and monitor student issues or programmatic progress and to adjust service/program delivery

Assessing Professional Practice

The evaluator should assess professional practice using evidence from both natural interactions and observations. It is recommended that evaluators divide the school year into three segments, with each segment culminating in an observation. Evaluators should collect evidence from natural interactions throughout the segment in order to be able to assess consistency of practice over time.

For support professional observations, 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
- Written feedback is required after each observation

Feedback

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 based on observations and natural interactions should be prioritized, specific, actionable, delivered with a supportive tone, and provided to the support professional as soon after the observation as possible. Feedback should address Professional Practice: Collaboration, Professional Practice: Service Delivery, and Professional Responsibilities.

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 or 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 observations.

Flexibility Factor Assessing Professional Practice

- Schools and LEAs can choose to provide “formative scores” at the mid-year for Professional Practice. On the Mid-Year Conference form in EEM 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.
- A one-week window for an announced observation is required, but evaluators may choose to narrow down a timeframe within that week (e.g., “I plan to observe a social skills group”). Because schools and LEAs have some flexibility with scheduling announced observations, support professionals and evaluators should be clear about what is expected at the local level.
- Written feedback is required after each observation, but pre- and post-observation conferences are optional. Schools and LEAs can choose to implement pre- and/or post-observation conferences depending on what works best for their local needs.

Professional Responsibilities

Support professionals' roles extend beyond collaboration and service delivery. The Rhode Island Model recognizes the additional contributions support professionals make to their school community through the Professional Responsibilities Rubric (**Appendix 4**).

The Professional Responsibilities Rubric includes seven components that are aligned with local and national standards related to individual support professional disciplines and with the Rhode Island Code of Professional Responsibility.

Professional Responsibilities Rubric Components		
Domain 1: School Responsibilities and Communication	Domain 2: Professionalism	Domain 3: Professional Growth
<p>PR1: Understand and participates in school/district-based initiatives and activities</p> <p>PR2: Solicits and maintains records of, and communicates appropriate information about students' behavior, learning needs, and academic progress</p>	<p>PR3: Acts on the belief that all students can learn and advocates for students' best interests</p> <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> <p>PR5: Acts ethically and with integrity following all school, district, and state policies</p>	<p>PR6: Engages meaningfully in school and district professional growth opportunities and enhances professional growth by giving and seeking assistance from other educators in order to improve student learning</p> <p>PR7: Writes and implements a professional growth goal that addresses personal, school, or district needs and aims at improving support professional practice</p>

Assessing Professional Responsibilities

Evaluators score the seven components using the rubric based on evidence collected during the year. Evaluators can observe all of the components in action but may choose to collect additional evidence through artifact review.

Evaluators should maintain notes that serve as evidence of components seen in action and integrate feedback on this evidence into evaluation conference discussions. If evaluators choose to review artifacts, artifact review should focus on quality rather than quantity. One artifact could be used to demonstrate proficiency on more than one component of the rubric.

Professional Growth Goal

All support professionals in their summative evaluation year must create a Professional Growth Goal (PGG) at the beginning of the year. The evaluator will score the goal at the end of the year using PR 7 of the Professional Responsibilities Rubric. This goal must focus the support professional's learning and development throughout the year. More specifically, the Professional Growth Goal should:

- Be informed by school, LEA, or educator data.
- Address a school, LEA, or personal goal.
- Align with the Professional Practice and/or Professional Responsibilities Rubrics.
- Be specific, measurable, and actionable.
- Include specific action steps.
- Identify how goal attainment will be measured.
- Be discussed and finalized during or directly after the Beginning-of-Year Conference.

Adjusting a Professional Growth Goal 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 Goal and make adjustments if necessary. If the goal is achieved before the end of the year or if planned activities are not possible, the support professional and evaluator may decide to revise the Professional Growth Goal.

Flexibility Factor

Professional Responsibilities

- Schools and LEAs have the flexibility to determine the evidence that will be used for the Professional Responsibilities components. RIDE recommends assessing components in action whenever possible.
- Schools and LEAs can choose to provide “formative scores” at the mid-year for Professional Responsibilities Rubric. On the Mid-Year Conference form in EEM 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 conference.
- LEAs may choose to have support professionals write Professional Growth Goals in their non-summative years of the cyclical process.

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). Measures of student learning are included in support professional's evaluations because:

- 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 observations of Professional Practice and evidence of 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

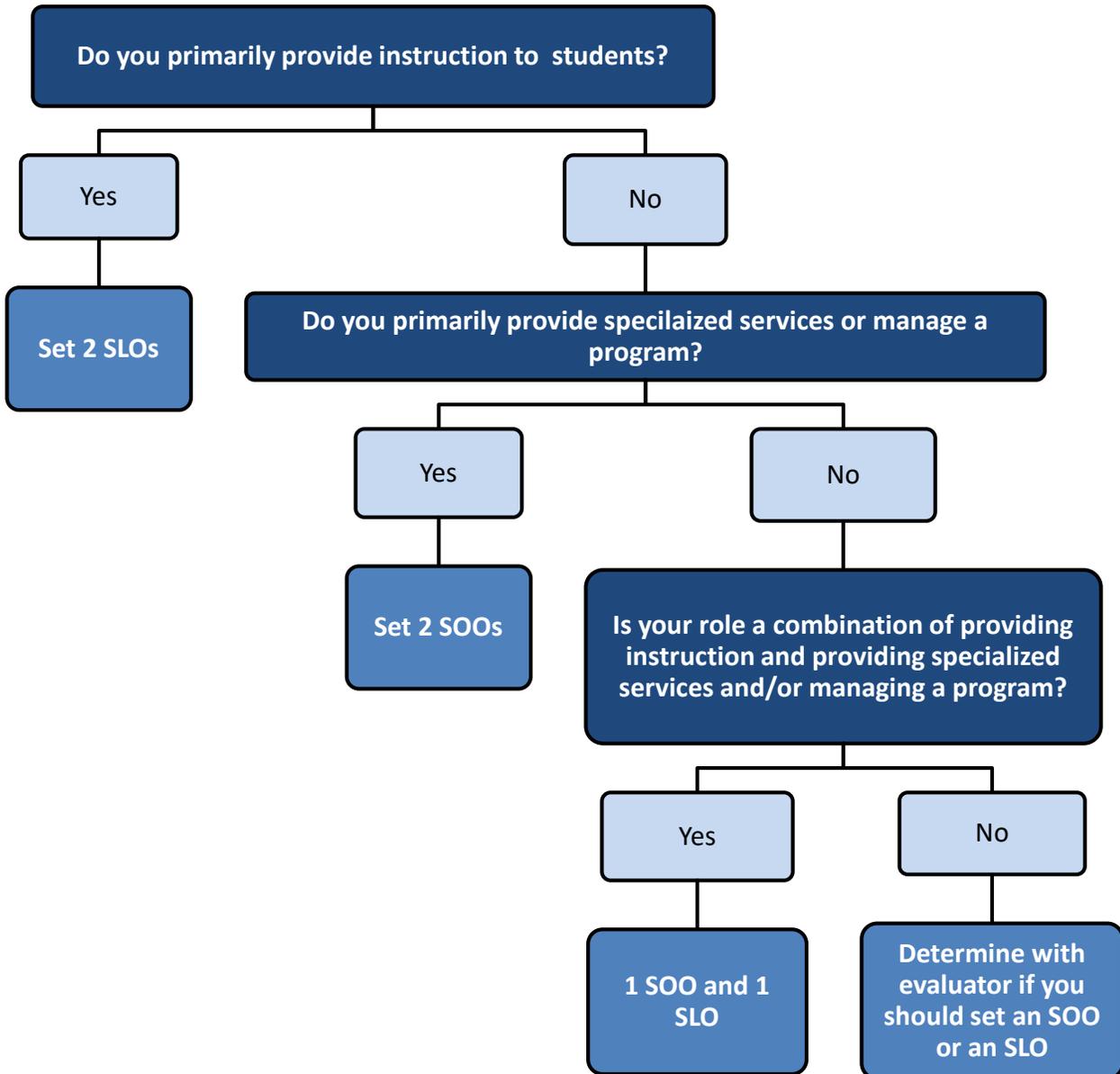
Both SLOs and SOOs can be used as a measure of a support professional's impact on student learning, either directly through demonstrated progress toward specific, measureable goals, or through increasing access to learning. An **SLO** is a long-term academic goal set for groups of students. An **SOO**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

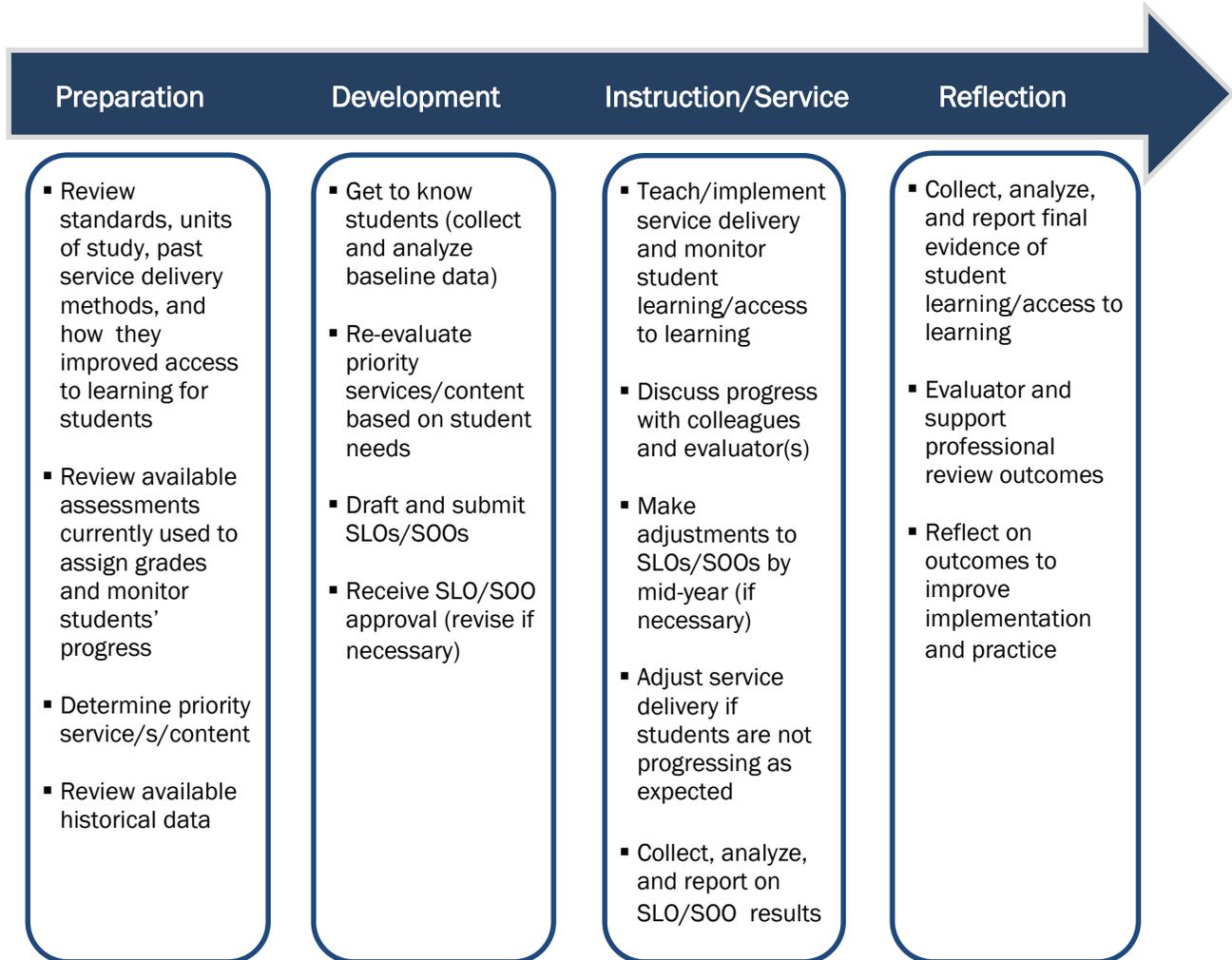
SLO/SOO Decision Tree



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 my 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)

Title – A short name for the SLO		
Content Area – The content area(s) to which this SLO applies		
Grade Level – The grade level(s) of the students		
Students – The number and grade/class of students to whom this SLO applies		
Interval of Instruction – The length of the course (e.g., year, semester, quarter)		
Main Criteria	Element	Description
Essential Question: What are the most important knowledge/skills I want my students to attain by the end of the interval of instruction?		
Priority of Content	Objective Statement	<ul style="list-style-type: none"> Identifies the priority content and learning that is expected during the interval of instruction Should be broad enough that it captures the major content of an extended instructional period, but focused enough that it can be measured If attained, 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
Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?		
	Baseline Data/ Information	<ul style="list-style-type: none"> Describes students' baseline knowledge, including the source(s) of data/ information and its relation to the overall course objectives
Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of service and how will they demonstrate their knowledge/skills?		
Rigor of Target	Target(s)	<ul style="list-style-type: none"> Describes where the teacher/support professional expects all students to be at the end of the interval of instruction Should be measurable and rigorous, yet attainable for the interval of instruction In most cases, 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 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 Question: 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"> Describes the specific outcome that the support professional is working to achieve 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 Question: Where are my students now with respect to the objective?</p>		
	Baseline Data / Information	<ul style="list-style-type: none"> Supports the overall reasoning for the student outcome objective 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"> Describes 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 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"> Describes the method, strategies, or plan that will be used to achieve your goal

Student Learning Flexibilities

Beginning with the 2019-20 school year, LEAs will be able to implement new student learning flexibilities: The SLO Flex and the SOO Flex. For both SLOs and SOOs, support professionals now have the option to employ flexible processes and procedures in measuring their impact on student learning, either directly through demonstrated progress toward specific, measureable goals, or through increasing access to learning.

The new flexibilities are the result of feedback from the field – both educators and evaluators have wanted the option to tailor SLOs/SOOs in ways that align with specific school goals and/or local context. For example, support professionals now have the option of focusing on a smaller subset of students instead of including everyone on their caseload. Additionally, they could set several shorter cycle goals that support an interval of service versus setting one year-long goal that may not prove practical given the focus. Finally, it is perfectly allowable to revise a target based on data/evidence from a shorter cycle of instruction. In this case, the new data-driven target would support the next cycle of instruction.

As with any flexibility offered in the evaluation system, support professionals must first seek leadership approval before taking advantage of any of the following flexibilities:

SLO Flex	SOO Flex
<ul style="list-style-type: none">• Flexible processes and procedures using the SLO original template:<ul style="list-style-type: none">• All students or a targeted subset• One or more content standards• Year-long or shorter cycles of instruction• Targets may be adjusted based on data/evidence from shorter cycles of instruction	<ul style="list-style-type: none">• Flexible processes and procedures using the SOO original template:<ul style="list-style-type: none">• All students or a targeted subset• Year-long or shorter cycles of instructional support• Strategies may be adjusted based on data/evidence from shorter cycles of instruction• Targets may be adjusted based on data/evidence from shorter cycles of instruction

Please know that whether or not the support professional – with approval from their evaluator – takes advantage of these new flexibilities, student learning continues to comprise 30% of the Final Effectiveness Rating. You can read more about calculating a student learning score on Page 32 of this guidebook.

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 if SLO/SOO Flex is not in effect. 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>
---	--

Keep in mind that percentages or particular groups of students (e.g., students with IEPs) may not be excluded. Support professionals may not include absenteeism clauses into SLOs/SOOs (e.g. “for students who are present 80% of the time) because these potentially exclude students. However, an evaluator can take extreme absenteeism into account when scoring the SLO/SOO.

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 expectations may have a target of making substantial progress toward objectives by the end of the interval of service delivery, reducing the gap between their current and expected performance, while students who begin at a higher level may have a target of meeting or exceeding expectations by the end of the service delivery period.

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. When determining which baseline data are available and how they might be used, consider the following:

- Student data from prior years in many cases can be used to inform the support professional's understanding of students' starting points.

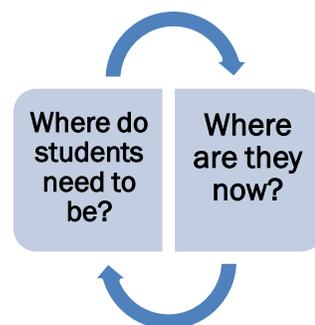
- Data collected at multiple points over time (e.g. logs, survey data, immunization records) may be useful because they can show trends.
- Baseline data from a pre-assessment may be helpful when it is important to understand students' skill or knowledge level at the beginning of the course/service delivery. This assessment could be a locally-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.

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).

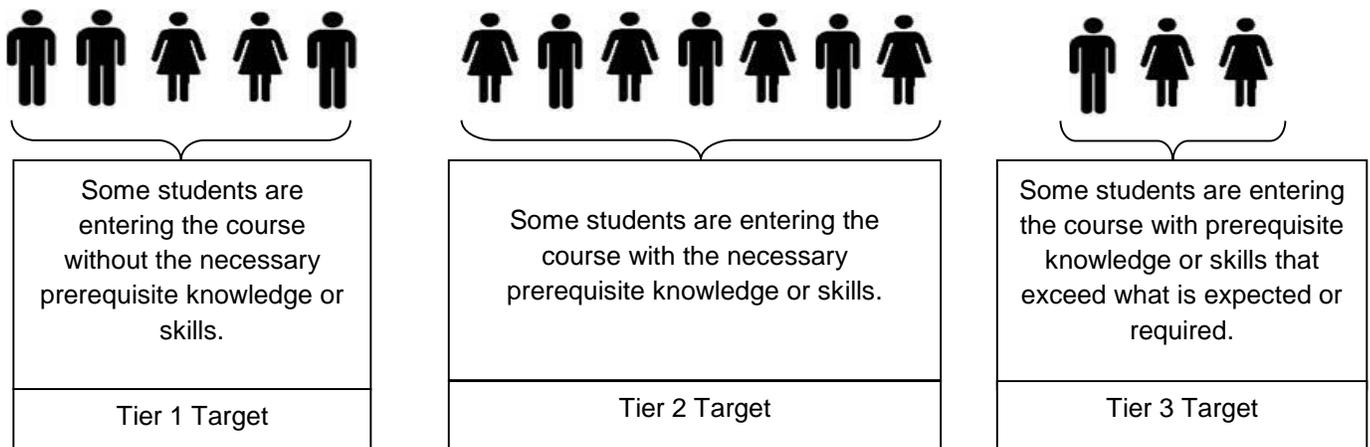


Not all students begin with the same level of preparedness. Therefore, targets may be tiered to reflect differentiated expectations for learning/outcomes.

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:



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, behavior charts, 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, evaluators must review all assessments.

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).
- 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., creating a bullying prevention program for students).

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 professional 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. The following table 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 Rubric for SLOs:

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**

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

Whether using the original SLO/SOO or the SLO/SOO Flex options, 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 with the original SLO/SOO, 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. Additionally, when a support professional is using the SLO/SOO Flex options, they have the "built-in" option of adjusting targets and/or strategies based on student data; in these cases, the circumstance need not be extenuating when exercising the option of revising student learning targets and/or strategies. For example, when changing targets based on data from instruction, support professionals should consult with the evaluator as part of ongoing data discussions. In most cases, these discussions include not only a rationale for the change based on the data, but the instructional strategies that will be continued and/or adjusted based on the needs of students.

Multilingual Learner (MLL) / English Learner (EL) Students

Like general educators, support professionals should incorporate Multilingual Learners (MLLs) and English Learners (ELs) in their SLOs/SOOs. Support Professionals may set differentiated targets to ensure that all students are meeting a rigorous, yet attainable, target. In some cases, evidence may need to be differentiated for MLL/EL students to account for how they currently use language to demonstrate content skills and knowledge. Where applicable, support professionals should ensure their content targets for MLL/EL students are aligned to both grade level state adopted content standards and the [WIDA English Language Development \(ELD\) standards](#).

It is useful to know that in [WIDA's Guiding Principles of Language Development](#), language is learned within context, as one learns content. For more information regarding language and content objectives for MLLs/ELs, please visit [Essential Actions: A Handbook for Implementing WIDA's Framework for English Language Development Standards](#).

We encourage all educators and administrators to visit the [Multilingual Learners \(MLLs\)/ English Learners \(ELs\) page on our RIDE website](#) for current information and resources.

Students with Disabilities

Special educators provide specially designed instruction in a variety of settings and delivery models to meet the diverse needs of their students. Because of the unique needs of the students, special educators' impact on their students' learning **may be measured through the use of SLOs and/or Student Outcome Objectives (SOOs)**. Please use the decision tree on Page 25 to determine when it makes sense to set SLOs or a combination of an SLO/SOO.

SLOs for students with disabilities should be based on Common Core State Standards or other appropriate content standards, historical performance data, and other academic information. Educators working to support students' skills across grade levels in core content can refer to the [interactive CCSS coherence map for math skills](#), the [K-5 \(pp. 11-17\) and 6-12 \(pp. 36-40\) standards in ELA](#), the [Next Generation Science Standards \(NGSS\) resources for science skills](#) and [RIDE's graduation proficiencies and performance indicators for History and Social Studies](#). Those educators who instruct students who participate in alternative assessments should refer to the [Tested Essential Elements page on the RIDE website](#) for information that can be used to inform instructional planning and goal-setting.

Although there may be overlap in the content, assessments, or evidence used, Individualized Education Program (IEP) goals cannot be used as SLOs or SOOs. **SLOs include a complete roster of students, whereas IEP goals are independently crafted for each student**. IEPs can inform a teacher's, support professional's, or an instructional team's SLO/SOO by providing data to inform Baseline Data/Information and Targets. IEP goals, assessments, and other evidence may inform the SLOs/SOOs on specific content areas.

SOOs for students with disabilities are long-term goals set by special educators that are focused on outcomes that increase access to learning. The focus of an SOO is to foster academic success for students. SOOs could be set for the full academic year or the length of time services are provided. An SOO must be specific and measurable, and should be aligned to standards or school or LEA priorities, when applicable. For example, [SEL Standards](#) and [Indicators](#) in the areas of functional skills such as

self-management, responsible decision making, and relationship skills which are necessary for students' access to the general education curriculum may be used for SOOs because they focus on outcomes that increase access to learning.

Special educators may tier their SLO or SOO targets based on student baseline data/information to ensure the targets are rigorous, yet attainable for all students included within the SOO. There is no maximum number of tiers an educator can create for a set of students. Some educators with smaller caseloads may write SLOs/SOOs in which each student has his or her own target based on individualized starting points and rate of progress. This data may be found within the IEP. Special educators, support professionals, and general educators must collaborate when setting targets for students with disabilities.

Scoring Individual Student Learning/Outcome Objectives

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

Exceeded	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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.

Additional Student Learning/Outcome Objective Scoring Guidance

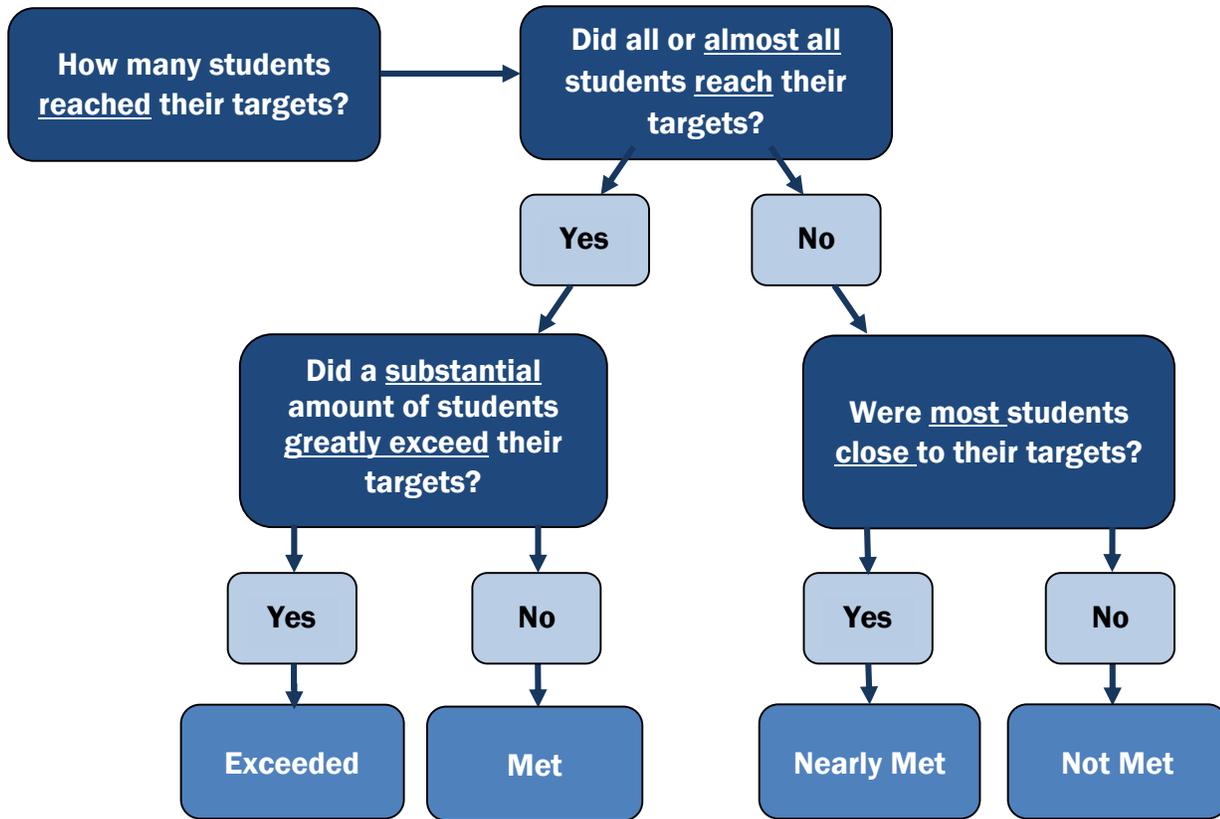
To help further clarify the definitions of *Exceeded*, *Met*, *Nearly Met*, and *Not Met*, RIDE has developed the following scoring guidelines that LEAs can choose to adopt.

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 the additional SLO/SOO scoring guidance, create their own guidance, or choose to continue to use the *Exceeded*, *Met*, *Nearly Met*, and *Not Met* descriptions exclusively. For example, LEAs may want to create specific guidance for scoring SLOs that represent a small number of students.

Student Learning/Outcome Objective Scoring Process Map

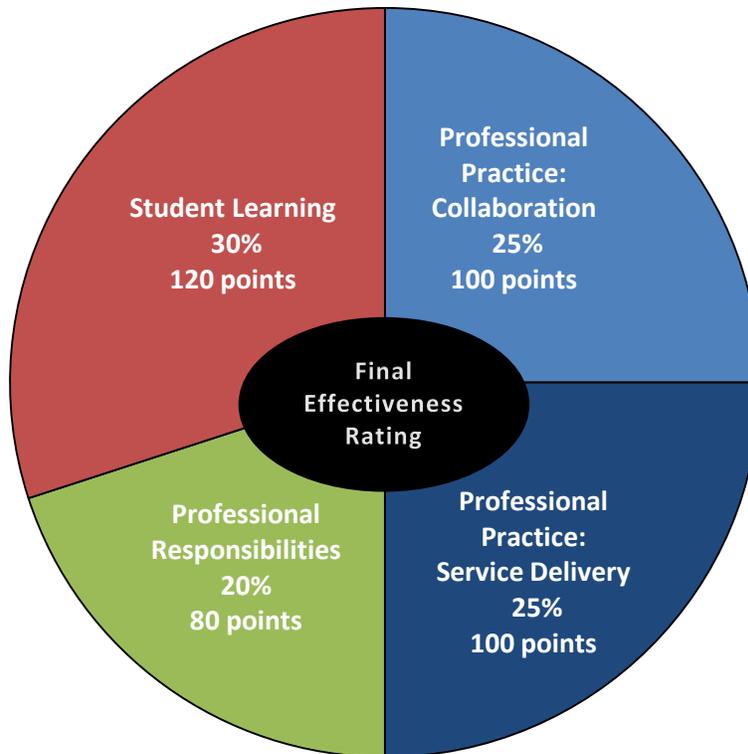
The SLO/SOO Scoring Process Map below outlines the specific steps an evaluator should take to determine if individual SLOs/SOOs are *Exceeded*, *Met*, *Nearly Met*, or *Not Met*.



Calculating a Final Effectiveness Rating

The Final Effectiveness Rating is determined by combining the points from each of the four criteria of the model. The total number of points possible is 400 with Professional Practice: Classroom Environment weighing 25%, Professional Practice: Collaboration weighing 25%, Professional Responsibilities weighing 20% and Student Learning weighing 30%.

Components of a Final Effectiveness Rating in Points



The overall point value is then converted to one of four Final Effectiveness Ratings:

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

The following section explains how to calculate the final effectiveness rating.

Step 1 – Calculate a Professional Practice: Collaboration score.

- The evaluator refers to all available data related to the support professional's performance over the course of the year, including any artifacts, observation of practice notes, and written feedback they have provided. The evaluator reviews performance descriptors for each Professional Practice: Collaboration component and selects the one that best describes the support professional's performance for the year. If the 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 based on the preponderance of evidence.
- The scores for each of the four components of Professional Practice: Collaboration will be added together to get a component sum. The chart below provides an example of scores for each component and the calculation of the component sum.

Component	Score
1a	4
1b	3
1c	3
1d	3
COMPONENT SUM	13

- The total number of weighted points is calculated by dividing the component sum by the number of components (4) and then multiplying by the measure's weight times 100 ($25\% \times 100 = 25$). The lookup table below shows the conversion between the component sum and weighted points. In the example above, the support professional would earn 81 weighted points for Professional Practice: Collaboration.

Collaboration 25% of 400 points 100 points total		
Component Sum	Points	Weighted Points
16	4.00	100
15	3.75	94
14	3.50	88
13	3.25	81
12	3.00	75
11	2.75	69
10	2.50	63
9	2.25	56
8	2.00	50
7	1.75	44
6	1.50	38
5	1.25	31
4	1.00	25

Step 2 – Calculate a Professional Practice: Service Delivery score.

- The evaluator refers to all available data related to the support professional's performance over the course of the year, including any artifacts, observation of practice notes, and written feedback they have provided. The evaluator reviews performance descriptors for each Professional Practice: Service Delivery component and selects the level which best describes the support professional's performance for the year. If the 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 based on the preponderance of evidence.
- The scores for each of the four components of Professional Practice: Service Delivery will be added together to get a component sum. The chart below provides an example of scores for each component and the calculation of the component sum.

Component	Score
2a	3
2b	3
2c	3
2d	2
COMPONENT SUM	11

- The total number of weighted points is calculated by dividing the component sum by the number of components (4) and then multiplying by the measure's weight times 100 ($25\% \times 100 = 25$). The lookup table below shows the conversion between the component sum and weighted points. In the example above, the support professional would earn 69 weighted points for Professional Practice: Collaboration.

Service Delivery 25% of 400 points 100 points total		
Component Sum	Points	Weighted Points
16	4	100
15	3.75	94
14	3.5	88
13	3.25	81
12	3	75
11	2.75	69
10	2.5	63
9	2.25	56
8	2	50
7	1.75	44
6	1.5	38
5	1.25	31
4	1	25

Step 3 – Calculate a Professional Responsibilities Rating.

- Evaluators review all available data related to the support professional's performance over the course of the year. Evaluators review performance descriptors for each professional responsibilities component and select the level for each component which best describes the support professional's performance for the year.
- The scores for each component will be added together to get a total Professional Responsibilities Rubric score. The component sum will always be between 7 and 28 points.
- A lookup table is used to determine the number of weighted points. The total number of weighted points is calculated by dividing the component sum by the number of components (7) and then multiplying by the measure's weight times (20% x 100 = 20). For example, a support professional with a component sum of 23 would earn 66 weighted points for Professional Responsibilities.

Professional Responsibilities 20% of 400 points 80 points total		
Component Sum	Points	Weighted Points
28	4.00	80
27	3.86	77
26	3.71	74
25	3.57	71
24	3.43	69
23	3.29	66
22	3.14	63
21	3.00	60
20	2.86	57
19	2.71	54
18	2.57	51
17	2.43	49
16	2.29	46
15	2.14	43
14	2.00	40
13	1.86	37
12	1.71	34
11	1.57	31
10	1.43	29
9	1.29	26
8	1.14	23
7	1.00	20

Step 4 – Calculate a Student Learning Score.

- Evaluators score each individual SLO/SOO as *Exceeded (4)*, *Met (3)*, *Nearly Met (2)*, or *Did Not Meet (1)*. The SLO/SOO Scoring Process Map on page 31 outlines the specific steps an evaluator should take to determine SLO/SOO scores. Once individual SLOs/SOOs are scored, the number of points earned (1-4) on each SLO/SOO is added together to calculate a component sum. The component sum is then divided by the number of SLOs/SOOs and multiplied by the weight of 30 to get a total number of points. For example, two ratings of Met would receive 90 weighted points.

Student Learning – 2 SLOs, 2 SOOs or 1 SLO and SOO 30% of 400 points 120 points total			
SLO/SOO Combination	Component Sum	Points	Weighted Points
Exceeded (4), Exceeded (4)	8	4.00	120
Exceeded (4), Met (3)	7	3.50	105
Met (3), Met (3)	6	3.00	90
Exceeded (4), Nearly Met (2)	6	3.00	90
Met (3), Nearly Met (2)	5	2.50	75
Exceeded (4), Not Met (1)	5	2.50	75
Nearly Met (2), Nearly Met (2)	4	2.00	60
Met (3), Not Met (1)	4	2.00	60
Nearly Met (2), Not Met (1)	3	1.50	45
Not Met (1), Not Met (1)	2	1.00	30

Step 5 – Calculate the total number of points earned.

The total number of points from Professional Practice: Collaboration, Professional Practice: Service Delivery, Professional Responsibilities and Student Learning is added together to determine a sum of the total number of points out of a possible 400 points.

Measures	Weighted Points
Professional Practice: Collaboration	81
Professional Practice: Service Delivery	69
Professional Responsibilities	66
Student Learning	90
Total	306

Step 6 – Determine the Final Effectiveness Rating.

The final effectiveness rating is assigned using the lookup table below to determine one of four possible ratings.

Final Effectiveness Scoring Bands	
Highly Effective	360-400
Effective	295-359
Developing	200-294
Ineffective	100-199

Appendix 1: Lookup Tables to Calculate the Final Effectiveness Rating

Collaboration 25% of 400 points 100 points total		
Component Sum	Points	Weighted Points
16	4.00	100
15	3.75	94
14	3.50	88
13	3.25	81
12	3.00	75
11	2.75	69
10	2.50	63
9	2.25	56
8	2.00	50
7	1.75	44
6	1.50	38
5	1.25	31
4	1.00	25

Service Delivery 25% of 400 points 100 points total		
Component Sum	Points	Weighted Points
16	4.00	100
15	3.75	94
14	3.50	88
13	3.25	81
12	3.00	75
11	2.75	69
10	2.50	63
9	2.25	56
8	2.00	50
7	1.75	44
6	1.50	38
5	1.25	31
4	1.00	25

Student Learning 30% of 400 points 120 points total		
SLO/SOO Combination	Points	Weighted Points
Exceeded (4)	4.0	120
Exceeded (4)		
Exceeded (4)	3.5	105
Met (3)		
Met (3)	3.0	90
Met (3)		
Exceeded (4)	3.0	90
Nearly Met (2)		
Met (3)	2.5	75
Nearly Met (2)		
Exceeded (4)	2.5	75
Not Met (1)		
Nearly Met (2)	2.0	60
Nearly (2)		
Met (3)	2.0	60
Not Met (1)		
Nearly Met (2)	1.5	45
Not Met (1)		
Not Met (1)	1.0	30
Not Met (1)		

Professional Responsibilities 20% of 400 points 80 points total		
Component Sum	Points	Weighted Points
28	4.00	80
27	3.86	77
26	3.71	74
25	3.57	71
24	3.43	69
23	3.29	66
22	3.14	63
21	3.00	60
20	2.86	57
19	2.71	54
18	2.57	51
17	2.43	49
16	2.29	46
15	2.14	43
14	2.00	40
13	1.86	37
12	1.71	34
11	1.57	31
10	1.43	29
9	1.29	26
8	1.14	23
7	1.00	20

Final Effectiveness Rating Scoring Bands	
Highly Effective	360-400
Effective	295-359
Developing	200-294
Ineffective	100-199

Appendix 2: Student Learning Lookup Tables

Student Learning – 2 SLOs/SOs 30% of 400 points 120 points total			
SLO/SOO Combination	Component Sum	Points	Weighted Points
Exceeded (4), Exceeded (4)	8	4.00	120
Exceeded (4), Met (3)	7	3.50	105
Met (3), Met (3)	6	3.00	90
Exceeded (4), Nearly Met (2)	6	3.00	90
Met (3), Nearly Met (2)	5	2.50	75
Exceeded (4), Not Met (1)	5	2.50	75
Nearly Met (2), Nearly Met (2)	4	2.00	60
Met (3), Not Met (1)	4	2.00	60
Nearly Met (2), Not Met (1)	3	1.50	45
Not Met (1), Not Met (1)	2	1.00	30

Student Learning – 3 SLOs/SOs 30% of 400 points 120 points total			
SLO/SOO Combination	Component Sum	Points	Weighted Points
Exceeded (4), Exceeded (4), Exceeded (4)	12	4.00	120
Exceeded (4), Exceeded (4), Met (3)	11	3.67	110
Exceeded (4), Met (3), Met (3)	10	3.33	100
Exceeded (4), Exceeded (4), Nearly Met (2)	10	3.33	100
Met (3), Met (3), Met (3)	9	3.00	90
Exceeded (4), Met (3), Nearly Met (2)	9	3.00	90
Exceeded (4), Exceeded (4), Not Met (1)	9	3.00	90
Met (3), Met (3), Nearly Met (2)	8	2.67	80
Exceeded (4), Met (3), Not Met (1)	8	2.67	80
Exceeded (4), Nearly Met (2), Nearly Met (2)	8	2.67	80
Met (3), Met (3), Not Met (1)	7	2.33	70
Met (3), Nearly Met (2), Nearly Met (2)	7	2.33	70
Exceeded (4), Nearly Met (2), Not Met (1)	7	2.33	70
Met (3), Nearly Met (2), Not Met (1)	6	2.00	60
Nearly Met (2), Nearly Met (2), Nearly Met (2)	6	2.00	60
Exceeded (4), Not Met (1), Not Met (1)	6	2.00	60
Nearly Met (2), Nearly Met (2), Not Met (1)	5	1.67	50
Met (3), Not Met (1), Not Met (1)	4	1.67	50
Nearly Met (2), Not Met (1), Not Met (1)	4	1.33	40
Not Met (1), Not Met (1), Not Met (1)	3	1.00	30

Student Learning – 4 SLOs

30% of 400 points

120 points total

SLO/SOO Combination	Component Sum	Points	Weighted Points
Exceeded (4), Exceeded (4), Exceeded (4), Exceeded (4)	16	4.00	120
Exceeded (4), Exceeded (4), Exceeded (4), Met (3)	15	3.75	113
Exceeded (4), Exceeded (4), Exceeded (4), Nearly Met (2)	14	3.50	105
Exceeded (4), Exceeded (4), Met (3), Met (3)	14	3.50	105
Exceeded (4), Exceeded (4), Exceeded(4), Not Met (1)	13	3.25	98
Exceeded (4), Exceeded (4), Met (3), Nearly Met (2)	13	3.25	98
Exceeded (4), Met (3), Met (3), Met (3)	13	3.25	98
Exceeded (4), Exceeded (4), Met (3), Not Met (1)	12	3.00	90
Exceeded (4), Exceeded (4), Nearly Met (2), Nearly Met (2)	12	3.00	90
Exceeded (4), Met (3), Met (3), Nearly Met (2)	12	3.00	90
Met (3), Met (3), Met (3), Met (3)	12	3.00	90
Exceeded (4), Exceeded (4), Nearly Met (2), Not Met (1)	11	2.75	83
Exceeded (4), Met (3), Met (3), Not Met (1)	11	2.75	83
Exceeded (4), Met (3), Nearly Met (2), Nearly Met (2)	11	2.75	83
Met (3), Met (3), Met (3), Nearly Met (2)	11	2.75	83
Exceeded (4), Exceeded (4), Not Met (1), Not Met (1)	10	2.50	75
Exceeded (4), Met (3), Nearly Met (2), Not Met (1)	10	2.50	75
Exceeded (4), Nearly Met (2), Nearly Met (2), Nearly Met (2)	10	2.50	75
Met (3), Met (3), Met (3), Not Met (1)	10	2.50	75
Met (3), Met (3), Nearly Met (2), Nearly Met (2)	10	2.50	75
Exceeded (4), Met (3), Not Met (1), Not Met (1)	9	2.25	68
Exceeded (4), Nearly Met (2), Nearly Met (2), Not Met (1)	9	2.25	68
Met (3), Met (3), Nearly Met (2), Not Met (1)	9	2.25	68
Met (3), Nearly Met (2), Nearly Met (2), Nearly Met (2)	9	2.25	68
Exceeded (4), Nearly Met (2), Not Met (1), Not Met (1)	8	2.00	60
Met (3), Met (3), Not Met (1), Not Met (1)	8	2.00	60
Met (3), Nearly Met (2), Nearly Met (2), Not Met (1)	8	2.00	60
Nearly Met (2), Nearly Met (2), Nearly Met (2), Nearly Met (2)	8	2.00	60
Exceeded (4), Not Met (1), Not Met (1), Not Met (1)	7	1.75	53
Met (3), Nearly Met (2), Not Met (1), Not Met (1)	7	1.75	53
Nearly Met (2), Nearly Met (2), Nearly Met (2), Not Met (1)	7	1.75	53
Met (3), Not Met (1), Not Met (1), Not Met (1)	6	1.50	45
Nearly Met (2), Nearly Met (2), Not Met (1), Not Met (1)	6	1.50	45
Nearly Met (2), Not Met (1), Not Met (1), Not Met (1)	5	1.25	38
Not Met (1), Not Met (1), Not Met (1), Not Met (1)	4	1.00	30

Appendix 3: Support Professional – Professional Practice Rubric

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 service deliveryD. Demonstrates flexibility and responsiveness	<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. 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 serve as consultants 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:

- Materials and resources suitable for the students and support the stated goals of service
- Partnerships with school, district staff, and external agencies to provide integrated services that meet student needs
- Sharing of expertise with the school staff to assist them in their work or to respond to school wide issues, problems, or concerns
- Collaboration with families to provide resources and supports to meet the needs of students
- Collaborative problem-solving

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

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES
4	<p>The support professional consistently serves as an expert in the field. The support professional seeks ways to share expertise within the school setting and beyond. The support professional proactively builds and/or sustains effective partnerships resulting in collaboration to identify challenges and provide possible solutions. The support professional consistently assesses the needs of educators, families and students and provides access to strategies, resources and supports that address the stated goals of service, and provide information on effective use of these resources. Through the work of the support professional, students have greater access to learning.</p>	<p>In addition to the criteria for “3”, the support professional:</p> <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	<p>The support professional consistently serves as a consultant to the school community including teachers, other support staff and families. The support professional is knowledgeable about outside resources and accesses them when needed. The support professional consistently addresses the needs of educators, families and students and provides access to strategies, resources and supports that address the stated goals of service. Through the work of the support professional, students have greater access to learning.</p>	<ul style="list-style-type: none"> ▪ Serves as a consultant to the school community ▪ Is aware of outside resources and knows how to access them ▪ Provides access to a variety of resources that address goals of service ▪ Is focused on increasing student access to learning
2	<p>The support professional serves as a consultant to the school community including teachers, other support staff and families but services are inconsistent. The support professional locates resources to support the needs of educators, families and students when requested. The support professional inconsistently addresses the needs of educators, families and students. Strategies and resources provided may not meet the stated goals of service. The work of the support professional has little impact on students having greater access to learning.</p>	<ul style="list-style-type: none"> ▪ Inconsistently serves as a consultant to the school community ▪ Makes resources available upon request ▪ Uses strategies and resources that are partially aligned with goals ▪ Has little impact on students having greater access to learning
1	<p>The support professional declines or resists serving as a consultant to the school community including teachers, other support staff and families. The support professional fails 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. The support professional’s work has little or no impact or may even negatively impact students having greater access to learning.</p>	<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 ▪ Provides strategies and resources that are not suitable to meet the goals ▪ Has little or no impact or may even negatively impact students having greater access to learning

DOMAIN 1: COLLABORATION

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

Communication is clear and appropriate for students. Support professionals communicate with families, faculty, and administration as appropriate about student progress and programming. Support professionals identify 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
- Selection of appropriate information for communication
- Timing
- Mode of communication

Indicators include:

- Consistent communication with stakeholders (while maintaining confidentiality as required by law)
- Connections between students' previous experience to current learning
- Frequent communication of information about service delivery and/or the program to families
- Accessible and understandable format of information
- Communication between the support professional and families, faculty members, and students as 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 call, 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”, the support professional: <ul style="list-style-type: none"> ▪ Engages in dialogue with key stakeholders that is ongoing and proactive ▪ Differentiates communications to meet the needs of the audience ▪ Uses a variety of communication formats ▪ Engages in communication that 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 ▪ Communicates clearly the purpose and content of communications ▪ Communicates in accessible and understandable formats ▪ Through communications, builds 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 ▪ Provides vague communications that may require clarification ▪ Uses formats that may limit accessibility and may not be understandable to the audience ▪ Uses a single mode of communication ▪ Does not provide information that enables stakeholders to effectively work together
1	The support professional communicates with key stakeholders including the student (as appropriate) to share information about student progress and service delivery only when 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"> ▪ Engages in little or no communication with key stakeholders unless requested ▪ Provides unclear or confusing communications ▪ Uses a mode of communication that does not meet the audience’s needs ▪ Provides information only when requested

DOMAIN 1: COLLABORATION

Component 1C: Builds rapport with students that promotes 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
- Problem solving and collaboration with students to address issues

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 between 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. Students often will seek out the support professional for advice and/or support. The support professional proactively addresses conflict and is able to de-escalate situations that may arise effectively in a respectful manner. The support professional is viewed as an advocate and problem solver. The support professional proactively works with students to create a safe environment that promotes respect and fosters student learning.	<p>In addition to the criteria for “3”:</p> <ul style="list-style-type: none"> ▪ Interacts with students in a highly respectful manner ▪ Is sensitive to students as individuals ▪ Establishes strong rapport with students ▪ Proactively addresses conflict ▪ Is viewed as a student advocate and problem solver ▪ Proactively contributes to promoting respect and fostering student learning
3	Interactions between the support professional and 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. The support professional supports students in finding solutions. The support professional works with students to create a safe environment that promotes respect and fosters student learning.	<ul style="list-style-type: none"> ▪ Interacts with students in a friendly, respectful and caring manner ▪ Makes students feel comfortable ▪ Addresses conflict ▪ De-escalates situations effectively ▪ Creates a safe environment that promotes respect and fosters student learning
2	Interactions between 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. The support professional’s approach to problem solving may be reactive. The support professional is aware of school initiatives but makes little or no contribution to creating a safe environment that promotes respect and fosters student learning. Interactions with students may be limited.	<ul style="list-style-type: none"> ▪ Interacts with students in an appropriate manner but may disregard students as individuals ▪ Works with students only as required ▪ Addresses conflict inconsistently and with uneven results ▪ Makes limited contributions to creating a safe environment that promotes respect and fosters student learning
1	Interactions between the support professional and students are mostly negative, demeaning, sarcastic, inappropriate, or insensitive. Students do not seek out the support professional or request that other adults are present when they meet. The support professional does not address disrespectful behavior or may escalate a conflict. The support professional is not involved in creating a safe environment that promotes respect and fosters student learning. Interactions with students are restricted to scheduled times.	<ul style="list-style-type: none"> ▪ Interacts with students in a manner that is negative, demeaning or sarcastic ▪ Establishes limited rapport with students ▪ Does not address conflicts and may even cause conflicts ▪ Does not contribute to creating a safe environment that promotes respect or fosters student learning

DOMAIN 1: Collaboration

Component 1D: Demonstrates flexibility and responsiveness

Support professionals use time effectively to prioritize their workloads. They identify appropriate strategies to use as they work collaboratively with others. They realize that daily interactions and plans may require adjustments. They are responsive to requests and/or changes and are able to effectively prioritize.

The elements of Component 1D are:

- Makes adjustments in daily interactions and plans
- Uses time effectively
- 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 1D: Demonstrates flexibility and responsiveness

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES
4	The support professional effectively uses time to prioritize needs, address service delivery goals, and maximize impact on students. The support professional reflects on his or her use of time daily and makes adjustments as needed to maximize impact. The support professional identifies and responds to needs that arise in addition to responding to needs identified by others. The support professional consistently uses a collaborative approach to assess and prioritize student needs, services, strategies, interventions, and materials used.	<p>In addition to criteria for a “3”:</p> <ul style="list-style-type: none"> ▪ Reflects on use of time daily to maximize impact on students ▪ Identifies and responds to needs that arise in addition to responding to needs identified by others ▪ Consistently uses a collaborative approach to servicing students
3	The support professional effectively uses time to prioritize needs, address service delivery goals, and maximize impact on students. The support professional is responsive to needs identified by others. The support professional uses a collaborative approach to assess and prioritize student needs, services, strategies, interventions, and materials used.	<ul style="list-style-type: none"> ▪ Uses time effectively to prioritize needs, address service delivery goals, and maximize impact on students ▪ Is responsive to needs identified by others ▪ Uses a collaborative approach to servicing students
2	The support professional does not consistently use time effectively to prioritize needs, address service delivery goals, and maximize impact on students. The support professional inconsistently responds to needs identified by others. The support professional does not consistently seek out the input of others to assess and prioritize student needs, services, strategies, interventions, and materials used.	<ul style="list-style-type: none"> ▪ Is not consistent in using time effectively to prioritize needs, address service delivery goals, and maximize impact on students ▪ Inconsistently responds to needs identified by others ▪ Does not consistently seek out others to collaborate on service delivery
1	The support professional does not use time effectively to prioritize, address service delivery goals, and maximize impact on students. The support professional is not responsive to needs identified by others. The support professional does not seek the input of others to assess and prioritize student needs, services, strategies, interventions, and materials used.	<ul style="list-style-type: none"> ▪ Does not use time effectively to prioritize, address service delivery, and maximize impact on students ▪ Is not responsive to needs identified by others ▪ Does not seek out others to collaborate on service delivery

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. Support professionals select or design and implement a strategy to evaluate service delivery/program progress that informs future services and programs.

The elements of Component 2A are:

- Service delivery and/or program goals
- Adherence 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 that are appropriate for service delivery and/or program and the developmental needs of the students being served
- Communication of how and why goals are appropriate
- Continuous evaluation of the service delivery and/or program with adjustments as needed
- Goals aligned with services being delivered and adjusted as needed

Indicators include:

- Service delivery and/or programs aligned to professional standards
- Goals set for service delivery and/or the program and aligned to the services being provided and the goals of the school/district
- Plans and action steps to continually 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. The support professional adjusts service delivery proactively to increase its effectiveness based on data. The support professional consistently communicates both goals and progress with staff who 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. The support professional adjusts service delivery to increase its effectiveness based on data. The support professional shares goals and progress with staff who 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 be evidence-based. The support professional can communicate goals but is not able to explain why goals are appropriate and only collects data when reports are requested. The support professional does not regularly use data to inform service delivery. The support professional communicates goals and progress only as requested.</p>	<ul style="list-style-type: none"> ▪ Establishes goals that may be generic for a group of students ▪ Partially aligns services with professional standards ▪ Uses evidence-based practices inconsistently ▪ Collects data for purpose of reports or when requested ▪ Is unable to fully explain appropriateness of goals ▪ Communicates goals and progress only as requested
1	<p>The support professional relies on others to establish goals for the services they provide. The support professional does not take into consideration professional standards or evidence-based practices when planning services. The support professional has a limited understanding of his or her role. The support professional does not collect data to monitor service delivery effectiveness or make changes for improvement unless requested. When asked to share goals and progress, the support professional is 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 ▪ May not consider professional standards and evidence-based practices when planning services ▪ Demonstrates limited understanding of their role ▪ Does not collect data to inform services unless requested ▪ Is unable to provide specific updates to others on student progress

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 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 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:

- Plans that account for student developmental needs
- Use of assessment data to inform future plans and service delivery
- 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. The support professional consistently elicits information from students, parents, and other colleagues and applies that information to effectively plan for service delivery. The support professional proactively monitors and collects data to document student progress and inform planning and service delivery. The support professional uses 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 ▪ Uses extensive knowledge of child/adolescent development to guide the 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. The support professional solicits information from students, parents, and other colleagues and applies that information to effectively plan for service delivery. The support professional monitors and collects data to document student progress and inform planning and service delivery. The support professional uses 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 ▪ Uses knowledge of child/adolescent development to guide the 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. The support professional uses available information but doesn’t actively solicit data to effectively plan for service delivery. The support professional monitors student progress, but does not consistently use it to inform planning and service delivery. The support professional’s limited knowledge of child/adolescent development impacts his or her 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 serve ▪ Doesn’t actively solicit data about their students from other sources ▪ May use data provided to him or her to inform planning ▪ Monitors student progress, but inconsistently uses it to inform planning ▪ Demonstrates limited knowledge of child/adolescent development, which 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. The support professional collects or reviews little or no data is prior to planning. Data is inconsistently used to inform their planning and service delivery. The support professional’s 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"> ▪ Has little or no knowledge of developmental, cognitive, social, and/or cultural needs of students they serve ▪ Has little or no data collected on students they serve ▪ Inconsistently uses data to inform planning ▪ Lacks knowledge of child/adolescent development, which negatively impacts his or her 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 used to engage learners, colleagues and stakeholders
- Appropriate application of important concepts in the profession
- Connections between 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. The support professional consistently and effectively uses multiple and differentiated supports, resources, and activities aligned to outcomes to meet the needs of individual students.	<p>In addition to the criteria for a “3”:</p> <ul style="list-style-type: none"> ▪ Provides services that are consistently student focused ▪ Empowers students to self-assess and advocate for their needs ▪ Empowers students to take ownership for their education and well being ▪ Consistently uses multiple, differentiated supports, resources, and activities to meet the needs of individual students ▪ Directly aligns supports 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. The support professional effectively uses differentiated supports, resources, and activities to meet the needs of individual students.	<ul style="list-style-type: none"> ▪ Provides services that are student focused ▪ As developmentally appropriate, shares purpose and goals of services with each student ▪ Engages students to fully participate in their education and well being ▪ Effectively uses differentiated supports, resources, and activities 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. The support professional’s use of differentiated supports, resources, and activities to meet the needs of individual students is limited or inconsistent.	<ul style="list-style-type: none"> ▪ Provides services that are not consistently student focused ▪ As developmentally appropriate, shares purpose and goals of services with some students ▪ Attempts to engage students in their education and well being ▪ Rarely or inconsistently uses 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. The support professional uses few or no differentiated supports, resources, and activities to effectively meet the needs of individual students.	<ul style="list-style-type: none"> ▪ Provides services that are not student focused ▪ Does not make students aware of their goals ▪ Does not engage students in their education and well-being ▪ Uses few or no differentiated supports, resources, and activities to effectively meet the needs of individual students

DOMAIN 2: SERVICE DELIVERY

Component 2D: 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, support professionals use assessment and evaluation tools recognized in the field to determine students' abilities and progress. Support professionals use data from assessments to inform planning and service delivery. Data is shared with others, as appropriate, to enhance overall services for the student or client. Support professionals use assessment data to provide feedback to students and families.

The elements of Component 2D are:

- Assessment and evaluation criteria
- Service/program delivery adjustment

Indicators include:

- Sharing of data with colleagues, when permitted and/or appropriate
- Analysis of assessment responses and student or client behaviors to assess progress
- Creation and/or selection of 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 used to design services for groups and for individual students or clients

Component 2D: 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. The support professional uses results regularly to plan individualized service delivery. The support professional consistently shares relevant data in appropriate formats and uses data 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 ▪ Uses results regularly to plan services ▪ Consistently shares relevant data in appropriate formats ▪ Regularly seeks data from other sources to increase impact on student access to learning and well being
3	The support professional uses available assessments and assessment strategies to accurately gather data to inform service delivery. The support professional uses results to plan individualized service delivery. The support professional shares relevant data 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 ▪ Uses results for planning services ▪ Shares relevant data 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. The support professional inconsistently uses results to plan individualized service delivery. The support professional inconsistently shares relevant data 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 ▪ Inconsistently uses results to plan services ▪ Inconsistently shares relevant data 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 assessments or uses assessments and assessment strategies that are inappropriate for gathering data to inform service delivery. The support professional does not use data or results to plan individualized service delivery. The support professional does not share relevant data 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 ▪ Does not use data or results to plan services ▪ Does not share relevant data 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

The Rubric at a Glance		
DOMAIN 1: SCHOOL RESPONSIBILITIES AND COMMUNICATION	DOMAIN 2: PROFESSIONALISM	DOMAIN 3: PROFESSIONAL GROWTH
<p>PR1: Understands and participates in school/district-based initiatives and activities</p> <ul style="list-style-type: none"> ▪ Knowledge of school and district initiatives and activities ▪ Involvement in school and district initiatives and activities <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"> ▪ Interactions with parents ▪ Interactions with colleagues ▪ Student or personnel records ▪ Grade books/Service notes ▪ 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"> ▪ Interactions with students ▪ Interactions with parents ▪ Course offerings ▪ Support service offerings ▪ Student advocacy meeting ▪ Call notes ▪ After school support logs <p>PR 4: Works toward a safe, supportive, collaborative culture by demonstrating respect for everyone, including other educators, students, parents, and other community members in all actions and interactions</p> <ul style="list-style-type: none"> ▪ Interactions with colleagues ▪ Interactions with students ▪ Interactions with parents ▪ Interactions with community members <p>PR 5: 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>PR 6: Engages meaningfully in school and district professional growth opportunities and enhances professional growth by giving and seeking assistance from other educators in order to improve student learning</p> <ul style="list-style-type: none"> ▪ Interactions with colleagues ▪ Involvement in professional growth opportunities <p>PR7: Writes and implements a Professional Growth Goal that addresses personal, school, or district needs and aims at improving the support professional's practice</p> <ul style="list-style-type: none"> ▪ Professional Growth Goal(s) ▪ Log of professional learning activities related to goal(s) ▪ Training materials, handouts, agendas, materials ▪ Interactions with colleagues ▪ Demonstration of practice

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, support professionals engage meaningfully in activities and initiatives that support the efforts of other colleagues. They 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
4	The support professional plays a leading role in the development or management of district and school initiatives and/or activities inside and outside of the classroom. The support professional is aware of and supports the initiatives and activities led by his/her colleagues.	In addition to the criteria for “meets expectations”: <ul style="list-style-type: none"> ▪ The support professional shares information with colleagues about particular district or school initiatives. ▪ The support professional leads a district or school initiative or activity. 	<ul style="list-style-type: none"> ▪ The support professional serves as the head of the school improvement team and facilitates regular meetings with stakeholders. ▪ At a district wellness committee meeting, the support professional shares information about a healthy eating initiative being implemented by a colleague and helps support scale up of the initiative districtwide.
3	The support professional actively participates in relevant district and school initiatives and/or activities inside and outside of the classroom and occasionally supports the development and management of such efforts. The support professional is aware of and supports the initiatives and activities led by his/her colleagues.	The support professional: <ul style="list-style-type: none"> ▪ Actively volunteers to participate in school or district-related activities. ▪ Supports his or her colleagues when they lead activities. 	<ul style="list-style-type: none"> ▪ The support professional works with colleagues to plan a family information night. ▪ The support professional volunteers to hand out fliers to parents at a health fair organized by a colleague.
2	The support professional inconsistently or minimally participates in relevant district and school initiatives and/or activities inside and outside of the classroom. The support professional is aware of some of the initiatives and activities led by his/her colleagues and sometimes supports such efforts.	The support professional: <ul style="list-style-type: none"> ▪ Inconsistently or minimally participates in relevant district and school initiatives and activities. ▪ Can provide some information about current district or school initiatives and activities. 	<ul style="list-style-type: none"> ▪ The support professional puts a box in her office or room to collect canned goods for the food drive but does not encourage students to bring in goods. ▪ When a parent asks a support professional about an initiative, the support professional provides basic information or refers the parent to the correct contact.
1	The support professional does not participate in relevant district or school initiatives and activities. The support professional does not demonstrate awareness of initiatives. The support professional avoids participating in one or more activities or initiatives 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 support professional does not participate or participates in a non-constructive manner. ▪ The support professional does not demonstrate knowledge of district initiatives and activities and avoids participating in such efforts. 	<ul style="list-style-type: none"> ▪ While attending a professional development session the support professional is disengaged, does not complete the required work, or is disruptive. ▪ When a parent asks a support professional about a schoolwide initiative, the support professional does not provide any information and notes that she or he will not be participating in the initiative.

PROFESSIONAL RESPONSIBILITIES DOMAIN 1: SCHOOL RESPONSIBILITIES & COMMUNICATION

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

A key responsibility of support professionals is keeping accurate records relating to student behavior, learning needs, and academic progress. Record keeping should include artifacts of student work, formative and summative checks on the students' progress, grade books/service notes, records, and non-instructional interactions having to do with student behavior or social skills. These data must be collected and tracked in a systematic way, making it easy to find and communicate student progress to other colleagues, parents, or the students themselves. When this is done well, the support professional, colleagues, students, and the students' families are clear on how well students are doing in school.

ELEMENTS: • Support professional interactions with parents • Support professional interactions with colleagues • Student or personnel records • Grade books/service notes • Specialist referrals
INDICATORS: • Seeking information about students' past performance • Seeking information about students' challenges, learning disabilities, or other individual needs • Maintaining records of and referencing 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
4	The support professional has a system for collecting information about academic and non-academic student progress that requires students to monitor their performance and progress toward goals. All data and records are accurate, up-to-date, and reflect input from a variety of sources, as necessary. The support professional consistently communicates with colleagues, parents, and students to gather and share information. The support professional uses data to tailor materials to individual student and family needs. The support professional ensures that each student and his or her family understand how the student is performing.	<ul style="list-style-type: none"> ▪ In addition to the criteria for “meets expectations”, ▪ Has students take the lead role in tracking and communicating their performance ▪ Makes multiple attempts to communicate student performance to colleagues and families ▪ Communicates student progress in a variety of ways 	<ul style="list-style-type: none"> ▪ At the end of each day, students record their behavioral points on a graph used to track their own progress and the graph is initialed by parents each week. ▪ The support professional maintains progress notes for individual students. When meeting with the team, the support professional shares specific goals and progress notes with the student's teachers and parents. ▪ The support professional works with teachers to compile a master list of students who are missing assignments and then works with students to develop plans for them to complete work.
3	The support professional has a system for collecting and maintaining information about student progress and keeps accurate, up-to-date records. The support professional regularly coordinates with colleagues, solicits appropriate information from parents, and uses this information to inform service delivery. Each student and his or her family understand how the student is performing.	<ul style="list-style-type: none"> ▪ Updates student records as appropriate ▪ Regularly coordinates with colleagues, solicits appropriate information from parents, and uses this information to inform service delivery ▪ Ensures families understand how their children are performing 	<ul style="list-style-type: none"> ▪ The support professional maintains a confidential, comprehensive record of students with peanut allergies and distributes these lists to educators who work with these students. ▪ The support professional updates service notes/grade book weekly. ▪ Parents receive regular communications regarding student progress in addition to report cards.
2	The support professional has a system for collecting and maintaining information about student progress but does not update records consistently. The support professional inconsistently coordinates with colleagues, infrequently solicits appropriate information from parents, or infrequently uses this information to inform service delivery. Each student and his or her family have a basic understanding of how the student is performing.	<ul style="list-style-type: none"> ▪ Updates student records infrequently ▪ Inconsistently coordinates with colleagues ▪ Infrequently solicits appropriate information from parents, or occasionally uses this information to inform service delivery ▪ Informs families of how students are performing 	<ul style="list-style-type: none"> ▪ The support professional has an incomplete record of appropriate modifications and accommodations for students. ▪ The support professional does not update their service notes/grade book in a timely manner. ▪ Students and parents receive irregular communications regarding their progress or communications lack sufficient detail.
1	The support professional does not have a system for collecting and maintaining information about student progress. The support professional may assume information about student performance without seeking actual records. The support professional does not communicate with parents or colleagues. Each student and his or her family do not have a basic understanding of how the student is performing.	<ul style="list-style-type: none"> ▪ Does not have a system for collecting and updating student records ▪ Does not coordinate with colleagues, solicit information from parents, or use information to inform service delivery ▪ Does not inform families of children's progress 	<ul style="list-style-type: none"> ▪ The support professional is unaware of which students require accommodations or the accommodations they receive. ▪ When asked to show service notes or a gradebook, the support professional's notes/grade book is incomplete or not available. ▪ Students and families do not know how students are performing.

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. Effective support professionals 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:** • Support professional interactions with students • Support professional interactions with parents • Course offerings • Support services offerings • Student advocacy meeting • 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
4	The support professional pushes the school community to continuously increase academic learning and proficiency for all students. The support professional holds himself or herself accountable for all students' learning and development. The support professional ensures students with non-academic needs are identified and fully served through school or additional services. The support professional sets high goals and students achieve them.	In addition to the criteria for "meets expectations": <ul style="list-style-type: none"> ▪ Acts with purpose on the conviction that all students can learn and inspires others to act on the belief that all students can learn ▪ Considers students' individualized needs and advocates for students with persistence and conviction 	<ul style="list-style-type: none"> ▪ The support professional continually reassesses how the school community can maximize student learning. ▪ The support professional takes responsibility for increasing access to learning for all students. ▪ The support professional follows up multiple times with administrators to ensure that students receive the supports they need to be successful.
3	The support professional is focused on ensuring all students achieve their maximum potential. The support professional holds himself or herself accountable for all students' learning and development. The support professional identifies students with non-academic needs and works proactively to ensure students receive appropriate assistance from the school or additional services that meet student needs. The support professional sets high goals for all students.	<ul style="list-style-type: none"> ▪ Acts on the belief that all students can learn ▪ Takes responsibility for the learning and development of all students ▪ Considers students' individualized needs and advocates for students ▪ Sets high goals for students 	<ul style="list-style-type: none"> ▪ The support professional continually reassesses how she or he can maximize student learning for all students. ▪ The support professional reports feeling responsible for student learning. ▪ The support professional advocates for students to ensure that students' basic needs are met.
2	The support professional is focused on ensuring all students make some progress. The support professional generally holds him or herself accountable for all students' learning and development but may occasionally make excuses. The support professional identifies students with non-academic needs and alerts appropriate agencies and support professionals but does not always follow up on progress of such services. The support professional sets goals for all students, but goals are of varying rigor.	<ul style="list-style-type: none"> ▪ Acts on the belief that all students can make some progress ▪ Occasionally does not take responsibility for the learning and development of all students ▪ Identifies students with non-academic needs and alerts appropriate agencies and support professionals but does not always follow up on progress of such services ▪ Sets goals for students of varying rigor 	<ul style="list-style-type: none"> ▪ The support professional expects each student to make some progress, but expectations may be inconsistent. ▪ When a student does not make progress, the support professional attributes the lack of progress to challenging life circumstances. ▪ The support professional refers a student to a colleague but does not follow to check on progress or how to support the student further.
1	The support professional does not expect all students to make progress and does not take responsibility for a lack of student growth. Students with non-academic needs are not identified or they are not effectively assisted by the school or additional services. The support professional may believe some groups of students or individual students are unable to learn course material. The support professional does not set goals or sets low goals for students.	<ul style="list-style-type: none"> ▪ Acts on the belief that only some students can learn ▪ Does not take responsibility for a lack of student growth ▪ Does not consider students' individualized needs or advocate for students ▪ Does not set goals 	<ul style="list-style-type: none"> ▪ The support professional allows a student to not participate because she or he does not think the student can complete the task. ▪ When asked why students are not making progress, the support professional blames it on other factors or conditions. ▪ The support professional does not set goals for students or they lack rigor.

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. In a strong school community, support professionals have high expectations for themselves and others, maintain a commitment to physical and emotional safety, and 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
4	The support professional's interactions with other adults reflect a commitment to positivity and a high degree of respect. The support professional is admired by his or her colleagues and community members interact with him or her in a positive and respectful manner. The support professional models strong leadership behaviors for community members and colleagues.	In addition to criteria for "meets expectations": <ul style="list-style-type: none"> Is often approached by colleagues to discuss work-related and non-related topics Models strong leadership behaviors 	<ul style="list-style-type: none"> A variety of educators seek advice from him or her. The support professional convenes groups of educators to solve a problem. The support professional is a role model because of his or her respectful and direct interactions. Other educators seek counsel when they face difficult conversations.
3	The support professional's interactions with other adults reflect a commitment to positivity. The support professional is respected by many colleagues and is supportive of colleagues. Community members and colleagues feel comfortable speaking with the support professional.	<ul style="list-style-type: none"> Has uniformly interactions with other adults are uniformly respectful Is invested in the success of his or her colleagues Works toward a safe, supportive, and collaborative school and community culture 	<ul style="list-style-type: none"> The support professional works well with all colleagues. The support professional greets colleagues and other adults by name. The support professional regularly communicates with families and establishes a sense of accessibility and openness.
2	The support professional's interactions with other adults are usually positive. The support professional is somewhat respected by some colleagues and is somewhat supportive of other staff members. Some community members and colleagues feel comfortable speaking with the support professional.	<ul style="list-style-type: none"> Has generally positive interactions with other adults Is invested in the success of some colleagues Makes limited contributions to the development of a safe, supportive, collaborative culture 	<ul style="list-style-type: none"> The support professional works well with most colleagues, but may have strained relationships with some colleagues. The support professional communicates with families but may sometimes be perceived as inaccessible.
1	The support professional's interactions with other adults are generally negative. The support professional is not respected by others because he or she is unsupportive of other colleagues. Colleagues and community members do not feel comfortable speaking with the support professional.	<ul style="list-style-type: none"> Communicates disrespectfully with his or her colleagues Is negative in the face of challenges Fails to contribute or contributes inappropriately to the development of a safe, supportive, collaborative culture 	<ul style="list-style-type: none"> The support professional refuses to work with some colleagues. The support professional does not call colleagues by their names. The support professional does not reply to colleagues' emails or other communications.

PROFESSIONAL RESPONSIBILITIES DOMAIN 2: PROFESSIONALISM

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

Great support professionals 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. Great support professionals are trusted by others and are committed to solving problems or addressing misunderstandings before they become issues. In addition, great support professionals intervene 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, students, and parents
INDICATORS: • Ethical behavior • Adherence to school, district and state policies • Advocacy

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	Other educators look to the support professional as a role model who makes a concerted effort to challenge negative attitudes or practices and ensures that all students, particularly those who are traditionally underserved, are respected in the school. He or she complies fully with school or district policies and takes a leadership role with colleagues to ensure that such decisions are based on professional standards. The support professional interacts with students, colleagues, parents, and others in an ethical and professional manner that is fair and equitable.	In addition to the criteria for "meets expectations": <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"> ▪ After noticing that students with disabilities do not participate in school-sponsored activities, the support professional works with the principal and other colleagues to identify ways to increase students' awareness of and engagement in enrichment activities. ▪ The support professional asks to meet directly with the principal when a misunderstanding arises between the two.
3	The support professional acts ethically and with integrity in all situations. The support professional consistently complies with school and district policies. The support professional interacts with students, colleagues, parents, and others in a professional manner that is fair and equitable.	<ul style="list-style-type: none"> ▪ Acts ethically and with integrity ▪ Develops and maintains an understanding of current state, district, and school policies and initiatives ▪ Acts in accordance with professional standards and codes of conduct 	<ul style="list-style-type: none"> ▪ The support professional recognizes when he/she or a colleague has done something wrong and is committed to making it right. ▪ The support professional consults district/school/state policy handbooks when faced with a situation related to a district/school policy.
2	The support professional acts ethically in all situations. The support professional attempts to develop an understanding of school and district policies but occasionally may misinterpret or not follow a policy. The support professional generally interacts with students, colleagues, parents, and others in a professional manner that is fair and equitable.	<ul style="list-style-type: none"> ▪ Acts ethically ▪ Attempts to develop and maintain an understanding of current state, district, and school policies and initiatives ▪ Generally acts in accordance with professional standards and codes of conduct adopted by his or her applicable professional organization 	<ul style="list-style-type: none"> ▪ The support professional occasionally arrives late to school. ▪ When interacting with an upset parent, the support professional raises his or her voice, escalating the situation.
1	The support professional acts unethically, does not follow district/school/state policies, or interacts with students, colleagues, parents, and others in an unprofessional or inappropriate manner.	<ul style="list-style-type: none"> ▪ Acts unethically at times or makes decisions that do not reflect a strong moral code ▪ Does not comply with or does not demonstrate understanding of current state, district, and school policies and initiatives ▪ Fails to consistently maintain professional standards guided by legal and ethical principles 	<ul style="list-style-type: none"> ▪ The support professional lets wrongdoings go unaddressed, does not follow all school/district/state rules, or expresses that policies should not apply to him/her. ▪ The support professional does not convey information about students to the proper administrator and/or authorities. ▪ The support professional is frequently late to school, late to meetings, or does not come to work prepared.

PROFESSIONAL RESPONSIBILITIES DOMAIN 3: PROFESSIONAL GROWTH

PR6: Engages meaningfully in school and district professional learning opportunities and gives assistance to and seeks 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 support professionals 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.

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

INDICATORS: • Collaboration with colleagues (seeks assistance and provides assistance to other educators) • Taking advantage of available district/school resources to advance professional growth

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	The support professional makes the most of all school and district professional learning opportunities, as well those that are independent, by frequently taking on a leadership role. The support professional regularly works with colleagues to facilitate professional learning and help others improve their practice. The support professional is a reflective practitioner and is committed to continuous growth and learning. Through action and leadership, the support professional emphasizes the importance of ongoing professional learning in improving practice and continually works to improve the quality of professional learning opportunities.	<p>In addition to the criteria for “meets expectations”:</p> <ul style="list-style-type: none"> ▪ Fosters and initiates 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/her discipline 	<ul style="list-style-type: none"> ▪ The support professional takes initiative to research and apply new approaches and strategies, and then reflects on their effectiveness. ▪ The support professional identifies a professional learning need and designs and/or facilitates a professional learning community focused on that need. ▪ The support professional works with colleagues to evaluate the quality of professional learning opportunities in the school or district and works to implement changes.
3	The support professional actively and fully engages in district and school professional learning opportunities. The support professional regularly collaborates with colleagues and uses them as a professional resource when possible. The support professional expresses positive views about the role of professional learning in improving practice and offers feedback for how to improve professional learning opportunities.	<ul style="list-style-type: none"> ▪ Actively engages in district and school professional learning opportunities ▪ Works collaboratively with colleagues to examine educational practice, student work and student assessment results with the goal of improving achievement 	<ul style="list-style-type: none"> ▪ The support professional poses questions during a school-sponsored professional development session. ▪ The support professional watches a video clip with colleagues and then discusses the strategies used to increase peer interactions during group work. ▪ The support professional works with colleagues to improve professional learning opportunities over time.
2	The support professional inconsistently engages in district and school professional learning opportunities, at times participating fully in the activity and at other times not participating actively. The support professional inconsistently collaborates with colleagues and infrequently uses them as a professional resource despite multiple opportunities for collaboration. The support professional at times expresses some negativity about the role of professional learning in improving practice.	<ul style="list-style-type: none"> ▪ Inconsistently engages in district and school professional learning opportunities ▪ Inconsistently collaborates with colleagues and infrequently uses them as a professional resource despite multiple opportunities for collaboration 	<ul style="list-style-type: none"> ▪ The support professional poses questions during a school-sponsored professional development session in the morning but then engages in off task behavior in the afternoon. ▪ The support professional asks a colleague to provide feedback on a report but does not collaborate with another colleague despite encouragement to do so from the administrator. ▪ A support professional notes that professional learning is just another thing for support professionals to do.
1	The support professional does not or only occasionally attends school or district professional learning opportunities. The support professional often works in isolation and/or with limited collaboration even when colleagues have reached out to include him/her in learning opportunities. The support professional expresses negativity about professional learning opportunities without offering feedback for how opportunities could improve.	<ul style="list-style-type: none"> ▪ Infrequently attends or only partially engages in school or district professional learning opportunities. ▪ Does not work collaboratively with colleagues 	<ul style="list-style-type: none"> ▪ The support professional engages in off-task behavior (e.g. grading papers, texting on cell phone) during a professional learning session. ▪ During a team meeting, the support professional works individually while others collaborate. ▪ When asked about professional learning opportunities, the support professional states they are a waste of time.

PROFESSIONAL RESPONSIBILITIES DOMAIN 3: PROFESSIONAL GROWTH

PR7: Writes and implements a Professional Growth Goal that addresses personal, school, or district needs and aims at improving the support professional’s practice.

Reflective support professionals use data and self-assessments to identify an area of their practice that can be strengthened and then develop a professional growth goal to address that area of practice. This goal identifies action steps, timelines, and evidence that will be used to show progress toward goal attainment. Support professionals implement the professional growth goal with fidelity and apply learning in practice.

ELEMENTS: • Setting and working toward a meaningful Professional Growth Goal • Working toward specific action steps

INDICATORS: • Complete professional growth goal • Evidence of progress toward goal attainment

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	The support professional supports other educators with the implementation and attainment of their Professional Growth Goal. The support professional attains the Professional Growth Goal by completing all action steps. The support professional shares student or support professional data as evidence of goal attainment. The support professional applies learning gained through action step completion in practice, as well as seeks and applies feedback on the application of that practice. The support professional reflects on whether new strategies and practices have been effective and shares his or her learning with colleagues.	In addition to the criteria for “meets expectations”: <ul style="list-style-type: none"> ▪ Shares knowledge attained through the Professional Growth Goal and acts as a resource to colleagues ▪ Attains the Professional Growth Goal by completing all action steps ▪ Uses data to demonstrate attainment of the goal and application of learning in practice ▪ Seeks feedback on the application of new learning from students or colleagues ▪ Shares new information, strategies, or techniques with colleagues 	<ul style="list-style-type: none"> ▪ The support professional collaborates with colleagues to design a comprehensive plan to improve the use of PBIS strategies throughout the school. The support professional facilitates meetings of a PLC and organizes opportunities for participants in the PLC to observe each other’s use of strategies and provide feedback. ▪ The support professional provides examples of PBIS strategies she or he tried as a result of Professional Growth Goal action steps, reflects on which strategies have been most effective, and encourages colleagues to provide feedback on the application of the new strategies.
3	The support professional attains their Professional Growth Goal by completing all action steps. The support professional implements action steps with fidelity. The support professional provides examples of how she or he applied learning in practice and reflects on whether new strategies and practices have been effective.	<ul style="list-style-type: none"> ▪ Presents evidence demonstrating completion or near completion of action steps outlined in the Professional Growth Goal ▪ Provides examples of how she or he applied the learning in practice 	<ul style="list-style-type: none"> ▪ A support professional identifies five action steps in the professional growth goal and completes all of the action steps. ▪ The support professional provides examples of PBIS strategies she or he tried as a result of Professional Growth Goal action steps and reflects on which strategies have been most effective.
2	The support professional makes some progress toward goal attainment. The support professional attempts to implement action steps but does not complete them or does not complete them in a timely manner. The support professional inconsistently applies learning in practice and/or does not reflect on the application of that practice.	<ul style="list-style-type: none"> ▪ Presents some evidence demonstrating completion of action steps outlined in the Professional Growth Goal ▪ Provides few or poor examples of how she or he applied the learning in practice 	<ul style="list-style-type: none"> ▪ The support professional sets a goal focused on implementing a new strategy, introduces the strategy, but does not fully implement it. ▪ The support professional shares how she or he tried a new strategy but cannot speak to the effectiveness of the new strategy.
1	The support professional does not make progress toward the goal. The support professional does not implement action steps or apply learning in practice.	<ul style="list-style-type: none"> ▪ Presents limited or no evidence demonstrating completion of action steps outlined in the Professional Growth Goal ▪ Presents limited or no evidence of how she or he applied the learning in practice 	<ul style="list-style-type: none"> ▪ The support professional submits an approvable Professional Growth Goal but then completes few of the action steps or ineffectively completes them.