

2014

Rhode Island Innovation Consortium Educator Evaluation & Support System

Innovation Evaluation Model Descriptors of Practice/Rubrics for Support Personnel

Standard 1: Planning and Preparation
Component 1.1: Demonstrating Knowledge of Discipline & Students

Element	Ineffective	Developing	Effective	Highly Effective
1.1a Knowledge of Profession <i>D 1a</i>	SP is not familiar with the important concepts in the profession and lacks awareness of how concepts relate to one another.	SP is familiar with the important concepts in the profession but may display lack of awareness of how these concepts relate to one another.	SP displays solid knowledge of the important concepts in the profession and how these relate to one another and to 21 st century skills.	SP displays solid knowledge of the important concepts in the profession and how these relate both to one another and to other disciplines and to 21 st century skills.
1.1b Knowledge of Students <i>D 1b</i>	SP displays little or no knowledge of students' skills, knowledge, language proficiency, backgrounds, and/or medical needs.	SP displays knowledge of students' skills, knowledge, language proficiency, backgrounds, and/or medical needs.	SP tracks students' skills, knowledge, language proficiency, backgrounds and/or medical needs, and displays this knowledge for groups of students in order to determine growth over time.	SP understands and tracks individual students' skills, knowledge, language proficiency, and/or medical needs, and has a strategy for maintaining such information in order to determine growth over time for each student.

D = Danielson

Standard 1: Planning and Preparation
Component 1.2: Establishing Outcomes

Element	Ineffective	Developing	Effective	Highly Effective
1.2 Establishing Outcomes <i>D 1c</i>	Service delivery and/or program outcomes are based on low expectations. Outcomes are stated as activities, rather than outcomes/goals.	Service delivery and/or program outcomes and expectation are inconsistent. Outcomes are stated as a combination of outcomes/goals and activities.	Service delivery and/or program outcomes are rigorous, clear and stated as outcomes/goals rather than activities. Outcomes are adjusted as needed.	Service delivery and/or program outcomes are rigorous, clear and stated as outcomes/goals rather than activities. Outcomes are adjusted as needed. There is evidence of coordination and integration with other disciplines and/or support professionals.

Standard 1: Planning and Preparation
Component 1.3: Designing Service Delivery Activities, Interactions & Protocols

Elements	Ineffective	Developing	Effective	Highly Effective
1.3a Session Activities, Interactions & Protocols <i>D 1 e</i>	Session activities, interactions and/or protocols are not suitable to the outcomes. The session/protocol has no clearly defined structure, and/or time allocations are unrealistic.	Session activities, interactions and/or protocols are partially suitable to the outcomes, The session/protocol has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities/interactions/protocols is uneven, with unreasonable time allocations.	Session activities, interactions and/or protocols are suitable to the outcomes, differentiated to help students meet their individual goals. The session/protocol has a clearly defined structure with reasonable time allocations.	Session activities, interactions and/or protocols are suitable to the outcomes, differentiated to help students meet their individual goals. The session/interactions/protocol has a clearly defined structure with reasonable time allocations. Students take some responsibilities for their service/program goals and outcomes.
1.3.b Materials and Resources <i>D 1 d</i>	Materials, technology and/or resources being used do not support the outcomes.	Some of the materials, technology, and /or resources being used support the outcomes.	Materials, technology, and/or resources being used support the outcomes.	Materials, technology, and/or resources being used support the outcomes, and are designed to promote student participation.
1.3.c Planning Groups (if applicable) <i>D 1 e</i>	Groups do not support the service delivery outcomes.	Groups minimally support the service delivery outcomes.	Groups are appropriate to the needs of students and the different service delivery outcomes.	Groups are appropriate to the needs of the students and the different service delivery outcomes. There is evidence of the use of data and/or student choice in selecting the different patterns of service delivery groups.

Standard 1: Planning and Preparation
Component 1.4: Assessment and/or Data

Element	Ineffective	Developing	Effective	Highly Effective
1.4 Assessment and/or Data <i>D 1f</i>	SP's plan for student assessment is not aligned with the outcomes.	SP's plan for student assessment and/or service delivery data is aligned with the established outcomes and used to gather data to inform service delivery.	SP's plan for student assessment and/or service delivery data is aligned with the established outcomes, used to gather data to inform service delivery, and increase the impact on student access to learning and well-being.	SP's plan for student assessment and/or service delivery data is aligned with the established outcomes, used to gather data to inform individualized service delivery, used to enhance services for students throughout their education program, used to closely monitor student or client progress, and increase the impact on student access to learning and well-being.

Standard 2: Educational Environment
Component 2.1: Creating an Environment of Respect and Rapport

Elements	Ineffective	Developing	Effective	Highly Effective
<p>2.1a Support Professional-Interaction with Students and Other Professionals <i>D 2a</i></p>	<p>SP interactions with at least some students and/or other professionals are negative or inappropriate.</p>	<p>SP interactions with students and/or other professionals are generally appropriate, positive and respectful, but may reflect occasional inconsistencies.</p>	<p>SP interactions with students and/or other professionals are appropriate, positive and respectful.</p>	<p>SP interactions with students and/or other professionals are appropriate, positive and respectful to groups of students as well as individuals.</p>

**Standard 2: Educational Environment
Component 2.2: Culture of the Discipline**

Elements	Ineffective	Developing	Effective	Highly Effective
2.2a Importance of the Discipline <i>IR 2b</i>	SP does not communicate the importance of the discipline and/or conveys a negative attitude toward the discipline.	SP communicates importance of the discipline.	SP communicates importance of the discipline using real-world connections.	SP communicates importance of the discipline making real-world connections to individual student needs.
2.2b Communicating Expectations <i>IR 2b</i>	SP conveys low expectations for student learning and/or achievement of goals for at least some students.	SP conveys modest expectations for student learning and/or achievement of goals.	SP conveys high expectations for student learning and/or achievement of goals.	SP conveys high expectations for student learning and achievement of goals. Students communicate and/or demonstrate their understanding of the expectations.

IR=Innovation Rubric

**Standard 2: Educational Environment
Component 2.3: Managing Procedures**

Elements	Ineffective	Developing	Effective	Highly Effective
2.3a Management of Transitions <i>D 2c</i>	Transitions are chaotic with significant loss of service delivery time.	Transitions are uneven resulting in some loss of service delivery time.	Transitions are efficient, with minimal loss of service delivery time.	Transitions are seamless, with students assuming some responsibility in ensuring their efficient operation.
2.3b Management of Materials And Supplies <i>D 2e</i>	Management of materials and supplies is inefficient, resulting in significant loss of service delivery time.	Management of materials and supplies is uneven resulting in some loss of service delivery time.	Management of materials and supplies is efficient with little loss of service delivery time.	Management of materials and supplies is efficient with little loss of service delivery time, with students assuming some responsibility.

Standard 2: Educational Environment
Component 2.4: Managing Student Behavior

Elements	Ineffective	Developing	Effective	Highly Effective
2.4a Behavioral Expectations <i>D 2d</i>	No evidence that standards of conduct and consequences have been established or communicated to students.	Standards of conduct have been established and communicated and appear to be clear to students.	Standards of conduct and consequences have been established and communicated and appear to be clear to students.	Standards of conduct and consequences have been established and communicated to students. Student behaviors consistently reflect the expectations.
2.4b Responding to Student Misbehavior <i>D 2b, 2d</i>	SP's response to student misbehavior is inappropriate. <p style="text-align: center;">OR</p> SP does not respond to student misbehavior.	SP's response to student misbehavior is inconsistent.	SP's response to student misbehavior is appropriate, consistent and timely.	SP's response to student misbehavior is appropriate, consistent, timely and successful. <p style="text-align: center;">OR</p> No student misbehavior is observed.

Library/Media Specialist

Standard 3: Instruction/Service Delivery
Component 3.1: Instruction

The presentation of a lesson potentially impacts the outcome of the lesson. In order to successfully engage students in the lesson, library/media specialists need to clearly frame the purpose of the lesson including presenting the context. Library/media specialists will be assessed on their ability to create reasonable and appropriate expectations for learning, provide directions and describe procedures with clarity to explain content, through the effective use of oral and written language. (Danielson's FfT, 2007)

Elements / Performance Indicators	Ineffective	Developing	Effective	Highly Effective
3.1.a <i>Expectations for Learning</i> <i>IR 3.1.a</i> <i>D 2b</i>	Library/media specialist's purpose in instruction is unclear to students.	Library/media specialist attempts to explain the instructional purpose with limited success.	Library/media specialist's purpose of instruction is clear.	Library/media specialist's purpose of instruction is clear including where it is situated within broader, authentic learning, linking that purpose to students' needs.
3.1.b <i>Explanation of Content</i> <i>IR 3.1.c</i> <i>D 1a</i>	Library/media specialist's explanation of information literacy content is incorrect, unclear, confusing, or uses inappropriate language.	Library/media specialist's explanation of information literacy content is generally correct and appropriate.	Library/media specialist's explanation of information literacy content is consistently correct and appropriate.	Library/media specialist's explanation of information literacy content is consistently correct and appropriate, and connects with students' knowledge and experience.
3.1.c <i>Monitoring Student Learning and Feedback</i> <i>IR 3.4.b</i> <i>IR 3.4.c</i> <i>AASL 1.5.e</i> <i>D 3e</i>	Library/media specialist does not monitor student learning or provide feedback to students	Library/media specialist minimally monitors student learning occasionally provides feedback.	Library/media specialist regularly monitors student learning and provides specific feedback.	Library/media specialist uses formative assessment strategies to monitor student learning. Library/media specialist's feedback to students is specific, and helps advance student learning.

D= Danielson, IR=Innovation Rubric, AASL= A 21st Century Approach to School Librarian Evaluation, published by the American Association of School Librarians 2012.

Library/Media Specialist

Standard 3: Instruction/Service Delivery
Component 3.2: Collaboration & Leadership

Library/media specialists collaborate with classroom teachers and serve as a resource assisting students, teachers, and the wider school community in the use of technology in the library/media center. They work with classroom teachers and other members of the community to integrate information literacy with the academic content that students are pursuing in their various classes. (Danielson's FfT, 2007)

Elements / Performance Indicators	Ineffective	Developing	Effective	Highly Effective
3.2.a <i>Collaborating with teachers</i> AASL 1.1.a D 3b	Library/media specialist does not collaborate with classroom teachers in the design of instructional lessons and units.	Library/media specialist sometimes collaborates with classroom teachers in the design of instructional lessons and units.	Library/media specialist regularly collaborates with classroom teachers in the design of instructional lessons and units.	Library/media specialist (promotes) collaboration with classroom teachers in the design of instructional lessons and units.
3.2.b <i>Sharing Expertise with Staff</i> AASL 2.8.e IR 4.4.a D 3d	Library/media specialist does not share expertise within the school community.	Library/media specialist shares expertise within the school community.	Library/media specialist shares expertise within the school community, including planned and impromptu sessions to introduce new resources, technology, address copyright law, etc.	Library/media specialist seeks out opportunities to share expertise within the school community and beyond, including planned and impromptu sessions to introduce new resources, technology, address copyright law, etc.
3.2.c <i>Communicating with the Larger Community</i> AASL 2.7.f IR 4.2 D 4c	Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community.	Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Library/media specialist engages in outreach efforts to teachers, parents, and the larger community	Library/media specialist engages in outreach efforts to teachers, parents, and the larger community using various methods, including personal contact or by utilizing communication resources.

Library/Media Specialist

Standard 3: Instruction/Service Delivery
Component 3.3: Program Resources

Library/Media Specialists engage students in active construction of understanding by creating intellectual challenges that result in new knowledge. LMSs establish and promote a culture for the quest of knowledge that permeates all aspects of the school. The ownership of learning transfers from the teacher to the students. Library/media specialists' support of activities and assignments, instructional materials, technologies and resources, all contribute to an environment where students are deeply engaged in learning. (Danielson's FfT, 2007)

Elements / Performance Indicators	Ineffective	Developing	Effective	Highly Effective
3.3.a Knowledge of Resources AASL 2.6.f IR 4.3.b D 1d	Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance the program.	Library/media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance the program.	Library/media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance their program.	Library/media specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.
3.3.b Collection Development AASL 2.6.g AASL 2.6.h AASL 2.6.c D 3a	Library/media specialist does not consider professional guidelines or requests in selecting materials for the collection.	Library/media specialist sometimes considers professional guidelines or requests in selecting materials for the collection.	Library/Media specialist considers professional guidelines or requests in selecting materials, and periodically assesses the collection for outdated materials.	Library/media specialist selects materials for the collection in consultation with teaching colleagues and students, and regularly assesses the collection for outdated materials.

Library/Media Specialist

Standard 3: Instruction/Service Delivery
Component 3.4: Culture of Information Access

The Library/media specialist plays a prominent role in engaging students in the enjoyment of literature and learning information skills. Providing opportunities for students and staff to build and demonstrate new knowledge is a critical aspect of 21st Century Skills. (Danielson FfT, 2007)

Elements/Performance Indicators	Ineffective	Developing	Effective	Highly Effective
3.4.a <i>Establishing a Culture of Reading</i> AASL 1.2 D 2b	Library/media specialist does not convey the importance of reading.	Library/media specialist conveys the importance of reading.	Library/media specialist, in interaction with both students and colleagues, conveys the importance of reading as a foundational skill for learning, personal growth, and enjoyment.	Library/media specialist in interaction with both students and colleagues, conveys the importance of reading as a foundational skill for learning, personal growth, and enjoyment. Students actively seek opportunities to share their reading.
3.4.b <i>Establishing a Culture of Investigation</i> AASL 1.4 D 2b	Library/media specialist does not convey a sense of the importance of seeking information.	Library/media specialist conveys a sense of the importance of seeking information.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking and evaluating information.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking and evaluating information. Students actively seek further opportunities to extend research and investigation.
3.4.c <i>Communicating with the Larger Community</i> AASL 1.3.h IR 3.3.b D 1d	Library/media specialist does not provide opportunities for students to display their new knowledge and understandings	Library/media specialist provides limited opportunities for students to display their new knowledge and understandings.	Library/media specialist provides frequent opportunities for students to display their new knowledge and understandings.	Library/media specialist provides frequent opportunities for students to display their new knowledge and understandings. Students use technology and/or other tools to organize, collaborate and present their learning.

School Counselors

Standard 3: Instruction/Service Delivery
Component 3.1: Communicating With Students

The presentation of a lesson/session potentially impacts the outcomes of the lesson/session. In order to successfully engage students in a lesson/session, school counselors need to clearly frame the purpose of the lesson/session. School counselors will be assessed on their ability to create reasonable and appropriate expectations for learning, provide directions and describe procedures with clarity, through the effective use of oral and written language.

Elements/Performance Indicators	Ineffective	Developing	Effective	Highly Effective
<p>3.1.a Expectations for Learning and Development <i>American School Counselor Association (2003)</i> <i>Standard(s) 1</i></p>	<p>The school counselor’s purpose in a lesson or session is unclear to students.</p>	<p>The school counselor attempts to explain the purpose in a lesson or session, including how it connects to academic, career, or personal/social goals. Learning expectations are not consistently developmentally appropriate.</p>	<p>The school counselor’s purpose of the lesson or session is clear, including how it connects to academic, career, or personal/social goals. Learning expectations are outlined with explanations of how students will demonstrate their learning, and are developmentally appropriate.</p>	<p>The school counselor makes the purpose of the lesson or session clear, including how it connects to academic, career, or personal/ social success, linking that purpose to student interests. Learning expectations are outlined with exemplars to guide student achievement and clearly defined success criteria and are developmentally appropriate.</p>
<p>3.1.b Directions and Procedures <i>American School Counselor Association (2003)</i> <i>Standard(s) 1, 2</i> <i>D 3b</i></p>	<p>The school counselor’s directions and procedures are confusing.</p>	<p>The school counselor’s directions and procedures are clarified after initial confusion.</p>	<p>The school counselor’s directions and procedures are clear.</p>	<p>The school counselor’s directions and procedures are clear, complete, and anticipate possible misunderstanding.</p>
<p>3.1.c Explanation of Content <i>American School Counselor Association (2003)</i> <i>Standard(s) 1, 2</i> <i>D 3c</i></p>	<p>The school counselor’s explanation of the content is incorrect, unclear, confusing, and / or uses inappropriate language.</p>	<p>The school counselor’s explanation of the content is inconsistently correct and appropriate.</p>	<p>The school counselor’s explanation of content is correct, appropriate and connects with students’ knowledge and experience</p>	<p>The school counselor’s explanation of content is correct, appropriate and connects with students’ knowledge and experience. Students contribute to explaining concepts to their peers.</p>

School Counselors

Standard 3: Instruction/Service Delivery
Component 3.2: Responsive Services

Assessment is an integral part of the instructional process. The design of instruction must account for a range of assessment strategies: formative and summative. High-quality assessment practice makes students fully aware of criteria, informs educator's instructional decisions, and leverages both educator and student feedback. (Danielson's FfT, 2007)

Elements/Performance Indicators	Ineffective	Developing	Effective	Highly Effective
<p>3.2a Supporting students' immediate needs and concerns <i>American School Counselor Association (2003) Standard(s) 5, 7, 8</i> <i>D3a</i></p>	<p>The school counselor rarely identifies issues impeding academic achievement or personal/social success and does not offer short term educational and/or preventative interventions.</p>	<p>The school counselor inconsistently identifies issues impeding academic achievement or personal/social success and occasionally offers short term educational and/or preventative interventions.</p>	<p>The school counselor clearly identifies issues impeding academic achievement or personal/social success and offers short term educational and preventative interventions making minimal contact with other members of the school community and/or appropriate community resources.</p>	<p>The school counselor clearly identifies issues impeding academic achievement or personal/social success and offers short term educational and preventative interventions in collaboration with other members of the school community and/or appropriate community resources.</p>
<p>3.2b Supporting the school community in crisis <i>American School Counselor Association (2003) Standard(s) 3</i> <i>D 3d</i></p>	<p>The school counselor does not model professionalism, nor displays empathy, and does not follow the crisis intervention protocol during a time of school community crisis.</p>	<p>The school counselor inconsistently models professionalism, sometimes displays empathy, and attempts to follow the crisis intervention protocol during a time of school community crisis.</p>	<p>The school counselor models professionalism, displays empathy, and follows the crisis intervention protocol during a time of school community crisis.</p>	<p>The school counselor consistently models professionalism, displays empathy, and is a leader in the school while following the crisis intervention protocol during a time of school community crisis.</p>
<p>3.2c Providing coping strategies <i>American School Counselor Association (2003) Standard(s) 1, 2, 4, 7, 10</i></p>	<p>The school counselor does not use a range of techniques to help students acquire and refine appropriate coping strategies to address individual, immediate, personal needs and / or issues.</p>	<p>The school counselor inconsistently uses a range of techniques to help students acquire and refine appropriate coping strategies to address individual, immediate, personal needs and / or issues.</p>	<p>The school counselor consistently uses a range of techniques to help students acquire and refine appropriate coping strategies to address individual, immediate, personal needs and / or issues.</p>	<p>The school counselor consistently uses a range of techniques to help students acquire and refine appropriate coping strategies to address individual, immediate, personal needs and / or issues. Students share these strategies with their peers, when appropriate.</p>

School Counselors

Standard 3: Instruction/Service Delivery
Component 3.3: Collaboration

Collaboration and teamwork are two highly ranked employability skills. School counselors collaborate with others in the school, district, and community in support of the academic, career, and personal/social development of all students. School counselors collaborate among themselves to improve their program and practice. Effective collaboration builds community and is key to the successful implementation of a school counseling program.

Elements/Performance Indicators	Ineffective	Developing	Effective	Highly Effective
<p>3.3.a <i>Collaboration within the district/school</i> <i>American School Counselor Association (2003) Standard(s) 1, 2, 4, 5, 7, 8, 9</i> <i>D 3d</i></p>	<p>The school counselor does not communicate effectively with stakeholders in the school/district community and does not establish common learning objectives to plan and deliver content to students in support of academic, career, and personal/social learning.</p>	<p>The school counselor inconsistently communicates effectively with stakeholders in the school/district community and seldom establishes common learning objectives to plan and deliver content to students in support of academic, career, and personal/social learning.</p>	<p>The school counselor effectively communicates with stakeholders in the school/district community and establishes common learning objectives with colleagues to plan and deliver content to students in support of academic, career, and personal/social learning.</p>	<p>The school counselor consistently communicates effectively with stakeholders in the school/district and strives to establish common learning objectives with multiple colleagues while planning to deliver content to students in support of academic, career, and personal/social learning.</p>
<p>3.3.b <i>Collaboration with the greater community (outside agencies, business, social groups, community groups)</i> <i>American School Counselor Association (2003) Standard(s) 1, 2, 4, 7, 9</i> <i>D 3d</i></p>	<p>The school counselor does not effectively communicate with stakeholders from business, agency, higher education and other community groups and does not establish common learning objectives with them to plan and deliver content to students in support of academic, career, and personal/social learning.</p>	<p>The school counselor effectively communicates inconsistently with stakeholders from business, agency, higher education and other community groups and seldom establishes common learning objectives with them to plan and deliver content to students in support of academic, career, and personal/social learning.</p>	<p>The school counselor effectively communicates with stakeholders from business, agency, higher education and other community groups and establishes common learning objectives with them to plan and deliver content to students in support of academic, career, and personal/social learning.</p>	<p>The school counselor consistently communicates effectively with stakeholders from business, agency, higher education and other community groups and strives to establish common learning objectives with multiple groups while planning to deliver content to students in support of academic, career, and personal/social learning.</p>

Standard 3: Instruction/Service Delivery
Component 3.4: Utilizing Data

The gathering, analysis, and reporting of data is critical to the success of a comprehensive school counseling program. Data is used in decision making to inform good counseling practice, identify achievement gaps, and determine appropriate interventions and resources that can support student success and promote systemic change. School counselors are data-literate and capable of incorporating data-related activities in their daily practice.

Elements/Performance Indicators	Ineffective	Developing	Effective	Highly Effective
<p>3.4a <i>Gather and analyze data to inform practice</i> <i>American School Counselor Association (2003) Standard(s) 4, 6</i> <i>D 3a</i></p>	<p>The school counselor does not gather, identify and / or select data that serves groups of students' academic, career, personal/social needs.</p>	<p>The school counselor inconsistently gathers, identifies and selects data that serves groups of students' academic, career, personal/social needs. The school counselor collects such information from a few sources and applies this knowledge to determine methodologies for analysis in order to serve students.</p>	<p>The school counselor gathers, identifies and selects relevant data that serves individual and/or groups of students' academic, career, and personal/social needs. The school counselor collects such information from a number of sources and applies this knowledge to determine appropriate methodologies for analysis in order to serve students.</p>	<p>The school counselor gathers, identifies and selects relevant data that serves individual and/or groups of students' academic, career, personal/social needs. The school counselor collects such information from sources and applies this knowledge to determine appropriate methodologies for analysis in order to serve students. The school counselor supplements available data with customized data gathering instruments.</p>
<p>3.4b <i>Identify and report achievement gaps</i> <i>American School Counselor Association (2003) Standard(s) 4, 6, 8, 10</i></p>	<p>The school counselor does not analyze data to identify gaps in delivery systems in the academic, career and personal/social domains.</p>	<p>The school counselor inconsistently analyzes data sets to identify gaps in delivery systems in the academic, career and personal/social domains. The data is inconsistently analyzed at the individual, group, grade or school level and is sometimes communicated to other stakeholders such as faculty, administration, and/or parents/guardians.</p>	<p>The school counselor analyzes data sets to identify gaps in delivery systems in the academic, career and personal/social domains. The data is analyzed at the individual, group, grade, and school level and is regularly communicated to appropriate stakeholders such as faculty, administration, and parents/guardians.</p>	<p>The school counselor analyzes data sets to identify gaps in delivery systems in the academic, career and personal/social domains. The data is analyzed at the individual, group, grade, and school and is communicated in multiple ways to a wide range of stakeholders such as faculty, administration, parents/guardians, community.</p>

School Counselors

<p>3.4c Implementation of interventions <i>American School Counselor Association (2003) Standard(s) 2, 7, 10</i> <i>D 3c</i></p>	<p>The school counselor does not to implement identified interventions, to address the academic, career and personal/social gaps, either independently or in collaboration with other stakeholders.</p>	<p>The school counselor attempts to implement identified interventions, to address the academic, career and personal/social gaps, either independently or in collaboration with other stakeholders.</p>	<p>The school counselor implements identified interventions, to address the academic, career and personal/social gaps, independently and / or in collaboration with other stakeholders.</p>	<p>The school counselor implements identified, targeted interventions, to address the academic, career and personal/social gaps, independently and / or in collaboration with other stakeholders.</p>
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School Nurse Teachers

Standard 3: Instruction/Service Delivery
Component 3.1: Communicating with School Community

Communicating with the school community includes proper use of effective communication skills (writing, speaking, listening). This communication is essential between students, fellow teachers, other school nurse teachers, administrators, etc.

Elements/Performance Indicators	Ineffective	Developing	Effective	Highly Effective
<p>3.1.a Communicating with students <i>“Competency in School Nurse Practice”</i>: Standards 4, 5, 5c, 11 D 3c</p>	<p>SNT’s communication with students is unprofessional, incorrect or non-existent. SNT does not make him/herself accessible to discuss student concerns.</p>	<p>SNT reviews the signs, symptoms, causes and treatments with students and students are given directions on follow-up and procedures for self-care as appropriate, however, communication is inconsistent. SNT makes him/herself accessible to students to discuss concerns to a limited extent.</p>	<p>SNT reviews the signs, symptoms, causes and treatments with students. Students are given directions on follow-up and procedures for self-care as developmentally appropriate. SNT makes him/herself accessible to students to discuss concerns.</p>	<p>SNT clearly reviews the signs, symptoms, causes and treatments with students. Students are given clear directions on follow-up and procedures for self-care as developmentally appropriate. Students are able to communicate their understanding to the SNT. SNT makes him/herself accessible to students to discuss concerns.</p>
<p>3.1.b Communicating with colleagues <i>“Competency in School Nurse Practice”</i>: Standards 4, 5, 5c, 11 D 3f</p>	<p>SNT’s communication with colleagues is unprofessional, incorrect or non-existent. SNT does not make him/herself accessible to discuss colleagues’ concerns.</p>	<p>SNT shares nursing knowledge and skills with colleagues, including teachers and other support professionals, however, communication is inconsistent. SNT informs appropriate personnel of general student health conditions and emergency care plans while maintaining confidentiality. SNT makes him/herself accessible to colleagues to discuss concerns to a limited extent.</p>	<p>SNT shares nursing knowledge and skills with colleagues, including teachers and other support professionals. SNT informs all appropriate personnel of individual student health conditions and emergency care plans while maintaining confidentiality. SNT makes him/herself accessible to colleagues to discuss concerns.</p>	<p>SNT is proactive in sharing nursing knowledge and skills with colleagues, including teachers and other support professionals. SNT informs all appropriate personnel of individual student health conditions and emergency care plans while maintaining confidentiality. SNT makes him/herself accessible to colleagues to discuss concerns.</p>
<p>3.1.c Communicating with Administrators (includes School Department administrators and School Physicians) <i>“Competency in School Nurse Practice”</i>: Standards 4, 5, 5c, 11 D 3f</p>	<p>SNT’s communication with administrators is unprofessional, incorrect or non-existent.</p>	<p>SNT shares nursing knowledge and skills with administrators. SNT informs administrators of general student health conditions and emergency care plans while maintaining confidentiality.</p>	<p>SNT keeps administrators informed of pertinent health concerns affecting the school community as a whole, while maintaining confidentiality. SNT informs administrators of individual student health conditions and emergency care plans while maintaining confidentiality.</p>	<p>SNT develops a regularly-scheduled plan for keeping administrators informed of pertinent health concerns affecting the school community as a whole, while maintaining confidentiality. SNT informs administrators of individual student health conditions and emergency care plans while maintaining confidentiality.</p>

School Nurse Teachers

Standard 3: Instruction/Service Delivery
Component 3.2: Providing Nursing Care

The school nurse teacher provides care for the range of school community members, including students, teachers, staff, parents, etc. using best practices and standards of care that are grounded in current research.

Elements/Performance Indicators	Ineffective	Developing	Effective	Highly Effective
<p>3.2.a Administering medication <i>"Competency in School Nurse Practice": Standards 5, 5a</i> D 3b</p>	<p>Medications are not administered in accordance with the RI Rules and Regulations for School Health Programs. Medications and records are not clearly labeled and/or accessible. There is no system in place and followed for accountability of prescription medication.</p>	<p>Medications are administered in accordance with the RI Rules and Regulations for School Health Programs. Medications and records are not conveniently stored. There is a system in place for accountability of prescription medication, but it is not consistently followed.</p>	<p>Medications are administered in accordance with the RI Rules and Regulations for School Health Programs. All medications and records are clearly labeled and accessible. There is a system in place and followed for accountability of prescription medication.</p>	<p>Medications are administered in accordance with the RI Rules and Regulations for School Health Programs. All medications and records are clearly labeled and accessible. There is a system in place and followed for accountability of prescription medication. Students take an active role in medication compliance.</p>
<p>3.2.b Performing medical procedures <i>"Competency in School Nurse Practice": Standards 5, 5a</i> D 3b</p>	<p>SNT does not follow doctors' orders, fails to maintain appropriate supplies, and/or procedures are administered inconsistently or not according to best practice standards.</p>	<p>SNT follows doctors' orders, maintains appropriate supplies, and ensures that procedures are administered consistently according to best practice standards.</p>	<p>SNT follows doctors' orders, maintains appropriate supplies, and ensures that procedures are administered consistently according to best practice standards. SNT ensures students' comfort during procedures as much as possible.</p>	<p>SNT follows doctors' orders, maintains appropriate supplies, and ensures that procedures are administered consistently according to best practice standards. SNT ensures students' comfort during procedures as much as possible. Students are involved in the performance of procedures as appropriate.</p>
<p>3.2.c Administering first aid <i>"Competency in School Nurse Practice": Standards 5, 5a</i></p>	<p>SNT does not administer first aid procedures consistently according to best practice standards.</p>	<p>SNT administers first aid procedures consistently according to best practice standards.</p>	<p>SNT administers first aid procedures consistently according to best practice standards. SNT ensures students' comfort during procedures as much as possible.</p>	<p>SNT administers first aid procedures consistently according to best practice standards. SNT ensures students' comfort during procedures as much as possible. SNT tracks and makes recommendations for prevention of injuries.</p>

School Nurse Teachers

Standard 3: Instruction/Service Delivery
Component 3.3: Promoting Wellness

The school nurse teacher promotes wellness through health education in a variety of environments. Events may include immunization clinics, flu clinics, health screenings, and workshops that address specific conditions or health concerns. Some school nurse teachers may directly instruct students in the classroom. Providing appropriate materials is also an important way of promoting wellness, including printed materials, posters, electronic resources, etc.

Elements/Performance Indicators	Ineffective	Developing	Effective	Highly Effective
<p>3.3.a Activities and Events <i>"Competency in School Nurse Practice": Standards 5b, 14</i> <i>D 3f</i></p>	<p>SNT does not organize or attends activities and events that encourage the school community to adopt the knowledge and attitudes that lead them toward healthy lifestyles.</p>	<p>SNT organizes, but does not attend activities and events that encourage the school community to adopt the knowledge and attitudes that lead them toward healthy lifestyles.</p>	<p>SNT organizes and attends activities and events that encourage the school community to adopt the knowledge and attitudes that lead them toward healthy lifestyles.</p>	<p>SNT organizes and attends activities and events that encourage the school community to adopt the knowledge and attitudes that lead them toward healthy lifestyles. The school community is involved in the planning and/or implementation of activities and/or events.</p>
<p>3.3.b Materials <i>"Competency in School Nurse Practice": Standards 5b, 14</i></p>	<p>SNT does not make relevant, applicable materials available to the school community to promote knowledge and attitudes that lead them toward healthy lifestyles.</p>	<p>SNT makes materials available to the school community to promote knowledge and attitudes that lead them toward healthy lifestyles, although the information is incomplete, outdated and/ or not delivered in a timely manner.</p>	<p>SNT makes relevant, applicable materials available, in a timely manner, to the school community to promote knowledge and attitudes that lead them toward healthy lifestyles.</p>	<p>SNT makes relevant, applicable materials available, in a timely manner, to the school community to promote knowledge and attitudes that lead them toward healthy lifestyles. Targeted materials are made available to individual school community members in a sensitive manner.</p>

Standard 3: Instruction/Service Delivery
Component 3.4: Collecting, Analyzing and Synthesizing Data

The school nurse teacher must make use of pertinent data by collecting, analyzing and synthesizing such data from a variety of sources including medical documentation, professional knowledge base, and physical/psycho-social assessments. It is critical that the data is also used to evaluate interventions and adjust interventions accordingly for the best possible outcomes. NOTE: Data comes in many forms, such as anecdotal notes, observations, interactions, medical scores, verbal and nonverbal communications, ratings on scales, etc.

Elements/erformance Indicators	Ineffective	Developing	Effective	Highly Effective
<p>3.4.a Physical/psycho-social assessments</p> <p><i>“Competency in School Nurse Practice”: Standards 1, 2, 6 D 3a</i></p>	<p>Does not utilize “The Nursing Process”</p> <p align="center">or</p> <p>Assessment results in inaccurate conclusions</p>	<p>Assessments are conducted without a connection between the physical and psycho-social elements.</p>	<p>Physical/Psycho-Social Assessments are comprehensive and conducted following “the Nursing Process” while respecting student privacy.</p>	<p>Physical/Psycho-Social Assessments are comprehensive and conducted following “the Nursing Process” while respecting student privacy. Students are provided with ongoing rationale during the assessment(s).</p>
<p>3.4.b Use of data to determine appropriate intervention</p> <p><i>“Competency in School Nurse Practice”: Standards 1, 2, 6</i></p>	<p>Does not make use of pertinent data to determine an appropriate intervention</p>	<p>SNT uses a limited range of data sources and possible interventions.</p>	<p>SNT is aware of, and consistently uses, a broad range of data sources and possible interventions.</p>	<p>SNT is aware of, and consistently uses, a broad range of data sources and possible interventions. Student input is used in decision-making.</p>
<p>3.4.c Following up on interventions and adjusting accordingly</p> <p><i>“Competency in School Nurse Practice”: Standards 1, 2, 6</i></p>	<p>Does not follow up on interventions</p>	<p>SNT inconsistently evaluates the success of the student outcomes and determines their impact. Interventions are not consistently adjusted according to individual student needs.</p>	<p>SNT uses a systematic approach to evaluate the success of student outcomes and determines their impact. Interventions are adjusted according to individual student needs.</p>	<p>SNT evaluates the success of the student outcomes and determines their impact. Interventions are adjusted according to individual student needs. Student input is used to determine if outcomes are achieved or if further interventions are necessary.</p>

School Psychologists

Standard 3: Instruction/Service Delivery
Component 3.1: Communication

Skillful School Psychologists communicate their knowledge about child and adolescent development to all stakeholders within the educational community. (Danielson FfT2007)

Elements/Performance Indicators	Ineffective	Developing	Effective	Highly Effective
<p>3.1a Communicating with Colleagues <i>NASP Domain 2</i> <i>RIPTS 7,8</i></p>	School Psychologist does not consult with colleagues.	School Psychologist consults occasionally with colleagues, communicating recommendations that do not link to referral concerns.	School Psychologist maintains ongoing consultations with colleagues; communicating recommendations that link to referral concerns and student's progress.	School Psychologist initiates and maintains ongoing consultation with colleagues; communicating recommendations that link to referral concerns, student's progress and assessment of progress toward meeting established goals.
<p>3.1b Communicating with School Leaders <i>NASP Domain 2</i> <i>RIPTS 7,8</i></p>	School Psychologist does not consult with school leaders.	School Psychologist consults occasionally with school leaders, providing general information regarding students' interventions and progress.	School Psychologist maintains ongoing consultation with school leaders, apprising school leaders of individual student recommendations, interventions and progress.	School Psychologist initiates and maintains frequent consultation with school leaders, apprising school leaders of individual student's and groups of students' recommendations, interventions and progress toward meeting established goals.
<p>3.1.c Communicating with Community Resources <i>NASP Domain 2</i> <i>RIPTS 7,8</i></p>	School Psychologist does not communicate or is unfamiliar with community-based mental health agencies and/or community-based medical resources.	School Psychologist maintains occasional communication with contacts from community-based mental health agencies and/or community-based medical resources.	School Psychologist maintains ongoing communication with contacts from community-based mental health agencies and/or community-based medical resource.	School Psychologist maintains frequent communication with contacts from community-based mental health agencies and/or community-based medical resources in support of student/family referrals and interventions.

School Psychologists

Standard 3: Instruction/Service Delivery Component 3.2: Counseling and Crisis Response

Skillful School Psychologists possess extensive knowledge of therapeutic interventions and techniques. School Psychologists demonstrate expertise including establishing rapport with students, counseling, developing behavior intervention programs, responding to crisis situations and progress monitoring to modify interventions when indicated. These interventions contribute to a student's ability to access supports and instruction to maximize their potential for success in school.

Elements/Performance Indicators	Ineffective	Developing	Effective	Highly Effective
<p>3.2a <i>Interventions for Student Success</i> <i>D 3d</i> <i>D 3f</i> <i>NASP Domains 3 & 4</i></p>	<p>School Psychologist fails to plan interventions that are suitable to students or linked to referral concerns; School Psychologist adheres to the plan or program, in spite of evidence of inadequacy</p>	<p>School Psychologist's plans for students are partially suitable but do not address needs in a comprehensive manner; School Psychologist makes minimal changes in the intervention when confronted with evidence of the need for change.</p>	<p>School Psychologist's plans for students are appropriate and address identified needs; School Psychologist monitors progress and makes revisions to the intervention, in response to student, parent and/or teacher input.</p>	<p>School Psychologist develops comprehensive plans for students that are appropriate, finding ways to creatively meet student needs and incorporate many related elements; School Psychologist frequently monitors progress and continually modifies interventions in response to student, parent and/or teacher input.</p>
<p>3.2b <i>Using Counseling Techniques</i> <i>NASP Domains 3 & 4</i></p>	<p>School Psychologist does not demonstrate counseling techniques that establish rapport with students and/or helps students acquire skills for interactions with other students and adults.</p>	<p>School Psychologist demonstrates a limited range of counseling techniques that establish rapport with students and help students acquire skills for interactions with other students and adults.</p>	<p>School Psychologist demonstrates a range of counseling techniques to establish positive rapport with students and help students acquire skills in decision-making and problem solving for interactions with other students and adults.</p>	<p>School Psychologist demonstrates an extensive range of counseling techniques to establish positive rapport with students and help students acquire skills in decision-making and problem solving for interactions with other students and adults. Students seek support from the School Psychologist reflecting a high degree of comfort and trust in the relationship.</p>
<p>3.2c <i>Response to Crisis Events</i> <i>NASP Domain 6</i></p>	<p>School Psychologist does not effectively respond to students in crisis.</p>	<p>School Psychologist demonstrates minimal skills when responding to student's needs during crisis situation.</p>	<p>School Psychologist responds to student's needs during crisis situation and works collaboratively with other support staff.</p>	<p>School Psychologist demonstrates extensive skills when responding to student's needs during crisis situation, works collaboratively with other support staff and follows-up with student, families and school personnel after initial response.</p>

School Psychologists

Standard 3: Instruction/Service Delivery
Component 3.3: School Team Participation

School psychologists assume an active role on the student study team in response to referrals from classroom teachers and administrators. (Danielson FfT, 2007)

Elements/Performance Indicators	Ineffective	Developing	Effective	Highly Effective
3.3a <i>Role on Evaluation Team</i> <i>D 3c</i>	School Psychologist declines to assume an active role on leadership of the evaluation team.	School Psychologist assumes an active role on the role when directed to do so.	School Psychologist assumes an active role on the evaluation team as a standard expectation.	School psychologist assumes leadership of the evaluation team and takes initiative in assembling appropriate personnel and resources for meetings.
3.3b <i>Presentation During Team Meetings</i> <i>NASP Domain 1 & 2</i>	School Psychologist presents evaluation and/or intervention results that are difficult to understand by parents/students and staff.	School Psychologist presents evaluation and/or intervention results that require clarification in order to be understood by parents/students and staff.	School Psychologist presents evaluation and/or intervention and results that are understood by parents/students and staff.	School Psychologist consistently presents evaluation and/or intervention results in a clear and concise manner that are understood by parents/students and staff, providing specific examples to aid understanding.

School Psychologists

Standard 3: Instruction/Service Delivery Component 3.4: Evaluation of Students

Fair and high quality assessment practices are an integral part of a School Psychologist's role. School Psychologists consider all aspects of referral concerns to employ appropriate assessment procedures, taking into account the many factors that influence learning and behavior. These factors include sensitivity to cultural and linguistic influences, educational history, student's personal strengths and areas of need and contributions from family and previous interventions. School Psychologists analyze data from multiple sources and communicate results and recommendation to link them to the development of a comprehensive education plan for students.

Elements/Performance Indicators	Ineffective	Developing	Effective	Highly Effective
3.4a Data Collection <i>NASP Domain 1</i>	School Psychologist does not collect or collects inadequate information regarding problem identification or eligibility determination.	School Psychologist collects minimal information regarding problem identification and eligibility determination.	School Psychologist identifies and collects information that includes problem identification and progress monitoring and eligibility determination.	School Psychologist identifies and collects all relevant information that includes problem identification and analysis, progress monitoring, program evaluation, and eligibility determination.
3.4b Evaluating Student Needs in Compliance with NASP Guidelines <i>D 3b</i> <i>NASP Domain 1</i>	School Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.	School Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow standardization procedures or adhere to established time lines or safeguards.	School Psychologist administers appropriate evaluation instruments to students and ensures that all standardization procedures and safeguards are adhered to.	School Psychologist selects from a broad repertoire of assessments that are most appropriate to the referral questions, ensures that all standardization procedures and safeguards are followed and interprets assessment results to ensure full understanding by all stakeholders.
3.4c Adaptation of Assessments <i>NASP Domain 1</i>	School Psychologist does not consider accommodations or adaptation of assessment for any aspect of diversity (i.e., sensory acuity, motor skills, language, and cultural differences)	School psychologist makes minimal accommodations of assessments, and/or adapts assessment practices for diversity (i.e., sensory acuity, motor skills, language, and cultural differences).	School psychologist considers, accommodates, and adapts assessment practices for all aspects of diversity (i.e., sensory acuity, motor skills, language, and cultural differences) to ensure fair and valid data collection and use.	School psychologist considers, accommodates, and adapts assessment practices for all aspects of diversity (i.e., sensory acuity, motor skills, language, and cultural differences) to ensure fair and valid data collection and use; School Psychologist reports outcomes in a manner that communicates the limitations of their assessments, data, and interpretations.

Speech-Language Pathologists

Standard 3: Instruction/Service Delivery Component 3.1: Communicating With Students

In order to successfully engage students in speech/language therapy, Speech-Language Pathologists need to clearly frame therapeutic expectations. Speech-Language Pathologists will be assessed on their ability to create reasonable and appropriate expectations for advancing communication skills. Speech-Language Pathologists will provide directions and describe procedures with clarity to explain expectations, using effective oral and/or written language.

Elements/Performance Indicators	Ineffective	Developing	Effective	Highly Effective
<p>3.1.a Therapeutic Expectations <i>ASHA Appendix B/D.2 Performance Review RIPTS 8</i></p>	<p>The SLP's purpose of the therapy session is unclear to students.</p>	<p>SLP attempts to explain the purpose of the therapy session with limited success. Therapeutic expectations are minimally connected to 21st century skills and/or relevant IEP goals.</p>	<p>SLP's purpose of the therapy session is clear, including where it is situated within broader goals. Therapeutic expectations are aligned to 21st century skills and/or relevant IEP goals, with explanation of how students will demonstrate progress.</p>	<p>SLP's purpose of the therapy session is clear, including where it is situated within broader goals that are linked to student interests and authentic, functional communication skills. Therapeutic expectations are aligned to 21st century skills and/or relevant IEP goals, with explanation of how students will demonstrate progress and clearly defined success criteria to guide student progress.</p>
<p>3.1.b Directions and Procedures <i>ASHA Appendix B/D.2 Performance Review RIPTS 8</i></p>	<p>SLP's directions and procedures are confusing to students.</p>	<p>SLP's directions and procedures are clarified after initial student confusion.</p>	<p>SLP's directions and procedures are clear to students.</p>	<p>SLP's directions and procedures are clear, complete and anticipate possible student misunderstanding.</p>
<p>3.1.c Explanation of Content <i>ASHA Appendix B/D.2 Performance Review RIPTS 2,8</i></p>	<p>SLP's explanation of content is incorrect, unclear, and confusing or SLP uses inappropriate language. There is no connection to 21st century skills or relevant IEP goals.</p>	<p>SLP's explanation of content is generally correct and appropriate. There is little observable connection to 21st century skills or relevant IEP goals.</p>	<p>SLP's explanation of content is correct and appropriate. Explanation of content connects with students' knowledge and experience, 21st century skills and the relevant IEP goals.</p>	<p>SLP's explanation of content is correct and appropriate. Explanation of content connects with students' knowledge and experience, 21st century skills and the relevant IEP goals. Students contribute to explaining and/or demonstrating concepts to SLP, staff, and/or their peers.</p>

Speech-Language Pathologists

Standard 3: Instruction/Service Delivery
Component 3.2: Service Delivery Techniques

Skillful Speech-Language Pathologists model and facilitate successful communication to promote student participation and advancement of speech-language skills.

Elements/Performance Indicators	Ineffective	Developing	Effective	Highly Effective
<p>3.2.a Facilitation of Communication RIPTS 5,8</p>	<p>SLP’s facilitation of communication skills is inappropriate to students’ developmental range and abilities.</p>	<p>SLP’s facilitation of communication skills is appropriate to the students’ developmental range, but cover only a limited range of skills and knowledge. Only some of the questions and/or prompts are used to engage and guide students toward successful communication skills.</p>	<p>SLP’s facilitation of communication skills is appropriate to the students’ developmental range of skills and knowledge. Questions and/or prompts are used to engage and guide students toward successful communication skills and meeting relevant IEP goals.</p>	<p>SLP’s facilitation of communication skills is appropriate to the students’ developmental range of skills and knowledge. Questions and/or prompts are used to engage and guide students toward higher order thinking and meeting relevant IEP goals. Students initiate and contribute to the interaction as appropriate to their communication ability.</p>
<p>3.2.b Delivery Techniques RIPTS 5,8</p>	<p>SLP’s questions and prompts are not delivered in a manner that requires students to engage cognitively or to prepare for successful, developmentally appropriate communication. Questions and/or prompts may be delivered in rapid succession without appropriate wait time.</p>	<p>SLP’s questions and/or prompts are not consistently delivered using techniques that prepare students for cognitive engagement and successful, developmentally appropriate communication.</p>	<p>SLP’s questions and/or prompts are delivered using techniques that prepare students for cognitive engagement and successful, developmentally appropriate communication.</p>	<p>SLPs questions and/or prompts are delivered using techniques that prepare students to engage cognitively and promote student-therapist or student-to-student interaction. Students respond to prompts as developmentally appropriate.</p>
<p>3.2.c Discussion Techniques RIPTS 5,8</p>	<p>The SLP is unsuccessful at creating an authentic discussion among students.</p>	<p>SLP makes some attempt to create an authentic discussion among students with uneven results.</p>	<p>SLP creates an authentic discussion among students, using and questioning and prompting techniques that successfully engage students in the discussion, stepping aside when appropriate.</p>	<p>SLP functions as facilitator to create authentic discussion among students, using questioning and prompting techniques that engage all students in the discussion. Students encourage other members of the group to participate in the discussion.</p>

Speech-Language Pathologists

Standard 3: Instruction/Service Delivery Component 3.3: Engaging Student in Learning

Speech-Language Pathologists engage students by creating authentic opportunities for communication that result in new knowledge, skills and abilities. The ownership of learning transfers from the SLP to the students. Speech-Language Pathologists' effective use of therapeutic activities and assignments, grouping of students, instructional materials, devices and/or technologies, and structure and pacing, all contribute to a therapeutic setting where students are deeply engaged in the advancement of communication skills. (Danielson's FfT, 2007)

Elements/Performance Indicators	Ineffective	Developing	Effective	Highly Effective
<p>3.3.a <i>Therapeutic and Carryover Activities</i> <i>ASHA Appendix B/D.2 Performance Review</i> <i>RIPTS 5,6</i></p>	<p>Therapeutic and carryover activities lack challenge, are inappropriate, or do not cognitively engage students toward advancing communication goals.</p>	<p>Therapeutic and carryover activities inconsistently challenge students, and only cognitively engage some students toward advancing communication goals.</p>	<p>Therapeutic and carryover activities appropriately challenge all students, incorporate academic and curricular connections, require 21st century skills, and cognitively engage students in advancing communication goals.</p>	<p>Therapeutic and carryover activities are appropriately challenging for all students, incorporate academic and curricular connections, require 21st century skills, and cognitively engage all students in complex learning while achieving communication goals.</p>
<p>3.3.b <i>Therapeutic Materials and Technologies</i> <i>ASHA Appendix B/D.2 Performance Review</i> <i>RIPTS 5, 6, 8</i></p>	<p>Materials, equipment, devices and/or technologies are inappropriate to the therapeutic goals or do not cognitively engage students.</p>	<p>Materials, equipment, devices and/or technologies are partially appropriate to the therapeutic goals, and cognitively engage some students.</p>	<p>Materials, equipment, devices and/or technologies are appropriate to the therapeutic goals, and are differentiated to incorporate the students' strengths and needs.</p>	<p>Materials, equipment, devices and/or technologies are appropriate to the therapeutic goals, are differentiated as appropriate to incorporate the students' strengths and needs, and ensure all students are cognitively engaged. Students participate in the choice, adaptation, or creation of materials and/or technologies to advance communication goals.</p>

Speech-Language Pathologists

Standard 3: Instruction/Service Delivery Component 3.4: Assessment and Evaluation

Assessment is an integral part of the therapeutic process. The design of therapy must account for a range of assessment strategies: formative and summative, formal and informal. High quality assessment practice during therapy, including self-assessment, makes students fully aware of criteria and performance standards and informs the SLP's therapeutic decisions.

Elements/Performance Indicators	Ineffective	Developing	Effective	Highly Effective
<p>3.4.a Assessment Criteria <i>ASHA Appendix Review B/D.4</i> <i>RIPTS 5, 6, 9</i></p>	SLP does not convey the criteria by which student's execution of communication skills will be evaluated.	SLP inconsistently conveys the criteria by which student's execution of communication skills will be evaluated.	SLP clearly conveys the criteria by which student's execution of communication skills will be evaluated.	SLP clearly conveys the criteria and performance standards by which student's execution of communication skills will be evaluated and students demonstrate an understanding of criteria.
<p>3.4.b Monitoring Student Progress <i>ASHA Appendix Review B/D.4</i> <i>RIPTS 5, 6, 9</i></p>	SLP does not monitor students' execution of communication skills and progress.	SLP minimally monitors students' execution of communication skills and progress, or only assesses progress for the group as a whole.	SLP consistently uses formative assessment strategies, including student self-assessment, to monitor students' execution of communication skills and the progress of students toward advancing relevant IEP goals.	SLP consistently uses formative assessment strategies, including student self-assessment, to monitor individual student's execution of communication skills and progress toward meeting relevant IEP goals.
<p>3.4.c Providing Feedback to Students <i>ASHA Appendix Review B/D.2</i> <i>RIPTS 5, 6, 9</i></p>	SLP's feedback to students is limited, general, infrequent and/or irrelevant, resulting in no advancement of students' communication skills.	SLP's feedback to students is inconsistent, while timely, but useful to help some students to advance communication skills.	SLP's feedback to students is consistent, timely, frequent, and specific, providing individual students with specific direction and information to improve communication skills and advance progress toward relevant IEP goals.	SLP's feedback to students is consistent, timely, frequent, and specific, providing individual students with specific direction and information to improve communication skills and advance progress toward relevant IEP goals. Students make use of the feedback to monitor and improve communication skills.

Social Workers

Standard 3: Instruction/Service Delivery
Component 3.1: Communication

The School-based Social Worker's communication with students, families, colleagues and school leaders should be clear and developmentally appropriate with an explanation of how students will demonstrate success. Communication with colleagues and school leaders shall provide information in support of growth while maintaining professional confidentiality.

Elements/Performance Indicators	Ineffective	Developing	Effective	Highly Effective
3.1a Communicates with Students <i>RIPTS 8</i> <i>IR 3.1a</i>	School Social Worker's explanation of treatment expectations is unclear to students.	School Social Worker attempts to explain treatment expectations to students with limited success.	School Social Worker clearly communicates relevant treatment expectations to students with explanations of how students will demonstrate success.	School Social Worker clearly communicates relevant treatment expectations to students, linking that purpose to student interests and needs. Expectations are aligned to 21 st century skills.
3.1b Communicates with Colleagues <i>D 12 3g</i> <i>RIPTS 7,8</i>	School Social Worker does not consult with colleagues.	School Social Worker consults occasionally with colleagues, communicating recommendations that do not link to referral concerns while maintaining professional confidentiality.	School Social Worker maintains ongoing consultations with colleagues; communicating recommendations that link to referral concerns and student's progress while maintaining professional confidentiality.	School Social Worker initiates and maintains ongoing consultation with colleagues; communicating recommendations that link to referral concerns, student's progress and assessment of progress toward meeting established goals while maintaining professional confidentiality.
3.1c Communicates with School Leaders <i>RIPTS 7,8</i>	School Social Worker does not consult with school leaders.	School Social Worker consults occasionally with school leaders, providing general information regarding students' interventions and progress.	School Social Worker maintains ongoing consultation with school leaders, apprising school leaders of individual student recommendations, interventions and progress.	School Social Worker initiates and maintains frequent consultation with school leaders, apprising school leaders of individual student's recommendations, interventions and progress toward meeting established goals.

Social Workers

Standard 3: Instruction/Service Delivery
Component 3.2: Intervention/Counseling

The School Social Worker's intervention with students and/or family ultimately plays a part in school and/or social success. School Social Workers should remain current on knowledge of socio-economic and cultural factors impacting students, as well as intervention tools and techniques unique to the populations they are servicing.

Element/Performance Indicators	Ineffective	Developing	Effective	Highly Effective
<p>3.2.a Individual or Small Group Practice <i>D12 3.a</i> <i>NASW 4</i></p>	<p>School Social Worker rarely implements evidence-informed programs and practices to meet treatment goals; does not make adjustment to treatment plan even given evidence of inadequacy.</p>	<p>School Social Worker inconsistently implements evidence-informed programs and practices to meet treatment goals; makes modest changes to program when confronted with evidence of the need for change.</p>	<p>School Social Worker uses clinical skills to implement evidence-informed programs and practices consistent with treatment goals, making changes to treatment program as needed.</p>	<p>School Social Worker employs diverse clinical skills to implement comprehensive evidence-informed programs and practices consistent with treatment goals, making changes as needed in response to student, teacher or family input; assists other school personnel in implementing evidence-informed programs and practices to enhance treatment goals.</p>
<p>3.2b Cultural Competence <i>RIPTS 4</i> <i>NASW 9</i></p>	<p>School Social Worker lacks sensitivity or respect for socio-economic or cultural diversity.</p>	<p>School Social Worker demonstrates minimal understanding of, and respect for, socio-economic and cultural diversity.</p>	<p>School Social Worker demonstrates an understanding of, and respect for, socio-economic and cultural diversity of students and families.</p>	<p>School Social Worker demonstrates a comprehensive understanding of the various cultures and socioeconomic groups represented in the school and community; actively assists school personnel to develop multicultural understanding.</p>
<p>3.2.c Crisis Intervention/Risk Assessment <i>D 12 3b</i> <i>NASW 4</i></p>	<p>School Social Worker does not effectively respond during crises or at times of risk.</p>	<p>School Social Worker demonstrates minimal skills in response to crises or at times of risk.</p>	<p>School Social Worker responds to crises in a comprehensive and timely manner during crisis situation and works collaboratively with other support staff.</p>	<p>School Social Worker demonstrates extensive skills and utilizes applicable resources in response to crises, or at times of risk; works collaboratively with other support staff and follows-up with student, families and/or school personnel.</p>

Social Workers

Standard 3: Instruction/Service Delivery
Component 3.3: School and Community Participation

School social workers shall advocate for students and their families. School social workers, as systems' change agents, shall identify areas of need that are not being addressed by the local education agency and community and shall work to create services that address these needs. School social workers shall be informed about court decisions, legislation, rules and regulations, and policies and procedures that affect school social work practice, to effectively advocate for students. (NASW)

Elements/Performance Indicators	Ineffective	Developing	Effective	Highly Effective
3.3a Team Participation <i>RIPTS 8</i>	School Social Worker does not participate during applicable team meetings.	School Social Worker participates during applicable team meetings providing minimal explanation of documented interventions and consultation with staff and community resources.	School Social Worker takes an active role during applicable team meetings explaining documented interventions and consultation with staff and community resources.	School Social Worker takes a leadership role during applicable team meetings explaining documented interventions and consultation with staff and community resources;
3.3.b Advocacy <i>D12 3c</i> <i>NASW 11</i>	School Social Worker rarely assists students and families to gain access to community resources.	School Social Worker generally assists students and/or families to gain access to community resources.	School Social Worker assists students and/or families to gain access to community resources; identifies and differentiates appropriate resources for each situation.	School Social Worker consistently empowers students and/or families to gain access to community resources; identifies and differentiates appropriate resources; conducts follow-up to facilitate effective utilization of resources.

Social Workers

Standard 3: Instruction/Service Delivery
Component 3.4: Assessment

School social workers shall conduct ongoing evaluation to determine the level of effectiveness of all interventions. Methods used to evaluate social work practice shall be assessed periodically to ensure that objectives, activities, and measured outcomes are aligned with the local education agency's goals and social work ethical practice. (NASW 5)

Elements/Performance Indicators	Ineffective	Developing	Effective	Highly Effective
<p>3.4a Individual Assessment of Student Needs RIPTS 9 NASW 5</p>	<p>The School Social Worker conducts cursory and/or inaccurate assessments. Recommended interventions are not consistent with student needs.</p>	<p>The School Social Worker conducts accurate assessments with impressions and recommendations. Interventions partially support student needs.</p>	<p>The School Social Worker conducts quality assessments, which offer appropriate professional impressions and recommendations. Recommended interventions are consistent with student needs.</p>	<p>The School Social Worker conducts high quality comprehensive assessments; synthesizes data collected; offers detailed professional impressions, recommendations and interventions, which demonstrate a comprehensive clinical knowledge for educational planning.</p>
<p>3.4b Using Data in Assessment RIPTS 9 NASW 5</p>	<p>The School Social Worker does not use available data.</p>	<p>The School Social Worker uses data and demonstrates a beginning level of ability to interpret available data.</p>	<p>The School Social Worker uses available data and demonstrates the ability to interpret and analyze data.</p>	<p>The School Social Worker is highly effective in using, interpreting and analyzing data from multiple sources and uses data to adjust interventions in collaboration with other educators and families.</p>
<p>3.4.c Monitoring Student Progress RIPTS 5, 6, 9 IR 3.4b NASW 5</p>	<p>School Social Worker does not monitor student progress or adjust treatment goals.</p>	<p>School Social Worker minimally monitors student progress toward treatment objectives.</p>	<p>School Social Worker monitors student progress toward treatment objectives and consistently adjusts goals to meet student needs.</p>	<p>School Social Worker continually monitors student progress toward treatment objectives and consistently adjusts goals to meet student needs, involving students in progress monitoring.</p>

Standard 4: Professional Growth & Responsibilities
4.1: Reflecting on Practice

Every educator should demonstrate professional growth over time through professional development, reflective practice, lifelong learning and adaptation of practice in response to research and data to improve student learning. (Danielson's FFT, 2007)

Element	Ineffective	Developing	Effective	Highly Effective
<p>4.1 Reflecting on Practice <i>RIPTS 10</i></p>	<p>Educator does not reflect on their strength and areas for growth.</p> <p align="center">OR</p> <p>Educator reflects on their strength and areas for growth, but does not identify any practices that they would address differently in the future.</p>	<p>Educator reflects on their strengths and areas for growth, identifying general practices that they may address differently in the future.</p>	<p>Educator reflects on their strengths and areas for growth, identifying specific practices that they would address differently in the future.</p>	<p>Educator reflects on their strengths and areas for growth, identifying specific practices that they would address differently in the future complete with the probable success of different courses of action.</p>

Standard 4: Professional Growth & Responsibilities
Component 4.2: Communicating with Families

Although parents and guardians vary enormously in how active a part they take in their children’s learning, most parents care deeply about the progress of their children and appreciate meaningful participation. Families should not be surprised by information such as rules, how work is assessed and long and short-term goals for their child. Ideally, moving beyond simple dissemination of information to foster two-way communication can greatly benefit families, students and educators. (Danielson’s FFT, 2007)

Element	Ineffective	Developing	Effective	Highly Effective
4.2 Communicating with Families <i>RIPTS 7,11</i>	Educator’s professional communications with families are limited, infrequent and/or irrelevant.	Educator’s professional communications with families are general and/or infrequent.	Educator’s professional communications with families are timely, frequent, and specific, providing individual student progress with specific direction and information to help advance learning. Educator attempts to engage families in two-way communication.	Educator’s professional communications with families are timely, frequent, and specific, providing individual student progress with specific direction and information to help advance learning. Educator attempts to engage families in two-way communication and involve families in the school community.

Standard 4: Professional Growth & Responsibilities
Component 4.3: Showing Professionalism

Educators recognize that the purpose of schools is to educate students and embrace a responsibility to ensure, that to the best of their ability, every student will succeed. Educators are keenly alert to and advocate for the needs of their students. Educators demonstrate a commitment to professional standards. Professional educators comply with school, district, state and federal regulations and procedures. (Danielson's FfT, 2007)

Elements	Ineffective	Developing	Effective	Highly Effective
4.3a Maintaining Accurate Records <i>RIPTS 9</i>	Educator does not maintain information on student completion of assignments, student progress in learning, and non-instructional records.	Educator is inconsistent in maintaining information on student completion of assignments, student progress in learning, and non-instructional records.	Educator maintains information on student completion of assignments, student progress in learning, and non-instructional records in a timely manner.	Educator maintains information on student completion of assignments, student progress in learning, and non-instructional records in a timely manner. Educator regularly shares data with students as appropriate.
4.3b Commitment to Professional Standards <i>RIPTS 7, 11</i>	Educator does not comply with school and district regulations, policies, and contractual language. Educator does not comply with State and Federal Law and Regulations including but not limited to IEP, 504 plans, AIS services, RTI, FERPA, and HIPPA.	Educator complies minimally with school and district regulations, policies, and contractual language. Educator complies minimally with school State and Federal Law and Regulations including but not limited to IEP, 504 plans, AIS services, RTI, FERPA, and HIPPA.	Educator complies fully with school and district regulations, policies, and contractual language. Educator complies with State and Federal Law and Regulations including, but not limited to, IEP, 504 plans, AIS services, RTI, FERPA, and HIPPA.	Educator complies fully with school and district regulations, policies, and contractual language, taking a leadership role with colleagues. Educator complies fully with State and Federal Law and Regulations including but not limited to IEP, 504 plans, AIS services, RTI, FERPA, and HIPPA. Educator stays current on the standards of their profession beyond their LEA.

Standard 4 Professional Growth & Responsibilities
4.4: Growing and Developing Professionally

In a world of rapidly expanding access to information, opportunity, and technology, educators have a responsibility to continually prepare themselves to align instruction with transforming student needs. Continued professional growth and development is essential to creating dynamic learning environments. Educators use information from a variety of sources to inform their professional development and practice. (Danielson's FfT, 2007)

Elements	Ineffective	Developing	Effective	Highly Effective
<p>4.4a Growing and Developing in a Professional Learning Community <i>RIPTS 7, 10</i></p>	<p>Educator does not engage in a professional learning community.</p>	<p>Educator minimally engages in a professional learning community by seeking out current, targeted professional development opportunities.</p>	<p>Educator actively engages in a professional learning community by using feedback to identify areas of growth, seeking out current, targeted professional development opportunities that are aligned to school/district initiatives.</p>	<p>Educator actively engages in a professional learning community by using feedback to identify areas of growth, seeking out current, targeted professional development opportunities that are aligned to school/district initiatives. Educator takes a leadership role in promoting professional development opportunities for their colleagues.</p>
<p>4.4b Evidence for Approval of Professional Growth Goal <i>RIPTS 7, 9,10,11</i></p>	<p>The Professional Growth Goal is not submitted OR is missing any of the following pieces:</p> <p>S – Specific: The educator clearly identifies the skill or knowledge to be enhanced</p> <p>M – Measureable: There is a clear source of evidence for measuring the completion of action steps/plans</p> <p>A – Attainable: Action steps/plan describe the steps and strategies to be completed</p> <p>R – Relevant: Connection to the Professional Practice rubric and/or district initiatives is stated</p> <p>T – Time Bound The length of time for attaining the goal is identified</p>	<p>The Professional Growth Goal does not fully address the following pieces:</p> <p>S – Specific: The educator clearly identifies the skill or knowledge to be enhanced</p> <p>M – Measureable: There is a clear source of evidence for measuring the completion of action steps/plans</p> <p>A – Attainable: Action steps/plan describe the steps and strategies to be completed</p> <p>R – Relevant: Connection to the Professional Practice rubric and/or district initiatives is stated</p> <p>T – Time Bound The length of time for attaining the goal is identified</p>	<p>The Professional Growth Goal fully addresses the following pieces:</p> <p>S – Specific: The educator clearly identifies the skill or knowledge to be enhanced</p> <p>M – Measureable: There is a clear source of evidence for measuring the completion of action steps/plans</p> <p>A – Attainable: Action steps/plan describe the steps and strategies to be completed</p> <p>R – Relevant: Connection to the Professional Practice rubric and/or district initiatives is stated</p> <p>T – Time Bound The length of time for attaining the goal is identified</p> <p>PLUS</p> <p>Benchmarks for gauging progress partway through the year are included</p>	<p>The Professional Growth Goal fully addresses the following pieces:</p> <p>S – Specific: The educator clearly identifies the skill or knowledge to be enhanced</p> <p>M – Measureable: There is a clear source of evidence for measuring the completion of action steps/plans</p> <p>A – Attainable: Action steps/plan describe the steps and strategies to be completed</p> <p>R – Relevant: Connection to the Professional Practice rubric and/or district initiatives is stated</p> <p>T – Time Bound The length of time for attaining the goal is identified</p> <p>PLUS</p> <p>Benchmarks for gauging progress partway through the year are included</p>

<p>4.4c Evidence of Attainment of Professional Growth Goal <i>RIPTS 10</i></p>	<p>Evidence provided indicates little/no progress of the PGG Action Plan.</p>	<p>Evidence provided indicates some progress with the PGG Action Plan.</p>	<p>Evidence provided indicates sufficient progress of the PGG Action Plan.</p>	<p>Evidence provided indicates completion of the PGG Action Plan.</p>
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