North Adams Public Schools Educator Evaluation

School Adjustment Counselors (SAC) Rubric- Modifications to the Massachusetts Model System for Educator Evaluation, Appendix D. Specialized Instructional Support Personnel Rubric

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Excerpt from page i, Part III: Appendix D. ESE Model Rubric for Specialized Instructional Support

Guide to Specialized Instructional Support Personnel (SISP) Rubric

Rubrics – defined in the regulations as "scoring tool[s] that describe characteristics of practice or artifacts at different levels of performance" (603 CMR 35.02) – are a critical component of the Massachusetts educator evaluation framework and are required for every educator. Rubrics are designed to help educators and evaluators (1) develop a consistent, shared understanding of what proficient performance looks like in practice, (2) develop a common terminology and structure to organize evidence, and (3) make informed professional judgments about formative and summative performance ratings on each Standard and overall. This appendix contains the ESE Model "SISP" Rubric.

Structure of the Specialized Instructional Support Personnel (SISP) Rubric

- **Standards:** Standards are the broad categories of knowledge, skills, and performance of effective practice detailed in the regulations. There are four Standards for teachers: *Curriculum, Planning, and Assessment; Teaching All Students; Family and Community Engagement;* and *Professional Culture.*

- **Indicators:** Indicators, also detailed in the regulations, describe specific knowledge, skills, and performance for each Standard. For example, there are three Indicators in Standard I of the SISP rubric: *Curriculum and Planning*; *Assessment*; and *Analysis*.

- **Elements:** The elements are more specific descriptions of actions and behaviors related to each Indicator. The elements further break down the Indicators into more specific aspects of educator practice and provide an opportunity for evaluators to offer detailed feedback that serves as a roadmap for improvement.

- **Descriptors:** Performance descriptors are observable and measurable statements of educator actions and behaviors aligned to each element and serve as the basis for identifying the level of teaching or administrative performance in one of four categories: *Unsatisfactory, Needs Improvement, Proficient,* or *Exemplary*.

Use of the Specialized Instructional Support Personnel (SISP) Rubric

This rubric describes practice that is common across educators in professional support roles such as school counselors, school psychologists, school nurses, and others defined in the recognition clause of the appropriate collective bargaining agreement. It is intended to be used throughout the 5 step evaluation cycle for educators who provide direct services such as education, therapy, counseling, assessment, and diagnosis to a caseload of students, as well as educators who may provide indirect support to students through consultation to and collaboration with teachers, administrators, and other colleagues.

The roles and responsibilities of educators to whom this rubric will be applied will vary. ESE encourages educators and evaluators to use the rubric strategically by discussing and agreeing upon certain Indicators and Elements that should be high priorities according to that educator's role and responsibilities as well as his/her professional practice and student learning needs. There are a variety of ways to emphasize these components throughout the evaluation cycle. For example, high priority Indicators and/or elements can be analyzed in greater depth during self-assessment, targeted during goal setting, a focus for more comprehensive evidence collection, or all of the above. However, the expectation is that by the end of the evaluation cycle, educators and evaluators have gathered and shared a reasonable amount of evidence on every Indicator to support a rating for each Standard.

Rubric At-A-Glance

Standard I: Curriculum, Planning, and Assessment	Standard II: Teaching All Students	Standard III: Family and Community Engagement	Standard IV: Professional Culture

A. Curriculum and Planning Indicator
  1. Professional Knowledge
  2. Child and Adolescent Development
  3. Plan Development
  4. Crisis Assessment (NEW)
  5. Well-Structured Lessons
  6. School Counseling Curriculum (NEW)
  7. Community Contacts (NEW)
	A. Instruction Indicator
	  1. Quality of Effort and Work
	  2. Student Engagement
	  3. Meeting Diverse Needs
	  4. Transitions (NEW)
	  5. Academic Advising (NEW)
		A. Engagement Indicator
		  1. Parent/Family Engagement
			A. Reflection Indicator
			  1. Reflective Practice
			  2. Goal Setting

B. Assessment Indicator
  1. Variety of Assessment Methods
  2. Collateral Contacts (NEW)
  3. Adjustments to Practice
	B. Learning Environment Indicator
	  1. Safe Learning Environment
	  2. Collaborative Learning Environment
	  3. Student Motivation
		B. Collaboration Indicator
		  1. Learning Expectations
		  2. Student Support
			B. Professional Growth Indicator
			  1. Professional Learning and Growth

C. Analysis Indicator
  1. Analysis and Conclusions
  2. Sharing Conclusions With Colleagues
  3. Sharing Conclusions With Students and Families
	C. Cultural Proficiency Indicator
	  1. Respects Differences
	  2. Maintains Respectful Environment
		C. Communication Indicator
		  1. Two-Way Communication
		  2. Culturally Proficient Communication
			C. Collaboration Indicator
			  1. Professional Collaboration
			  2. Consultation

	D. Expectations Indicator
	  1. Clear Expectations
	  2. High Expectations
	  3. Access to Knowledge
	  4. Responsive Services (NEW)
			D. Decision-Making Indicator
			  1. Decision-making

			E. Shared Responsibility Indicator 1. Shared Responsibility

			F. Professional Responsibilities Indicator
			  1. Judgment
			  2. Reliability and Responsibility

(Excerpts from DESE SISP Rubric) Note: The SISP rubric is designed to have close alignment with the teacher rubric to emphasize commonalities across educators. Please see Appendix E addressing "Role-Specific Indicators" for additional guidance and samples of how to strategically supplement this rubric to further differentiate by role.

How to reference parts of the rubric: Indicator terminology: under the "Teaching All Students" Standard (II), the" Instruction Indicator" (A) can be referred to as Indicator II-A; Element terminology: under the Instruction Indicator (A), the Student Engagement Element (2) can be referred to as Element II-A-2

Standard I: Curriculum, Planning, and Assessment. *promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.*

Indicator I-A.	Curriculum and Planning: Has strong knowledge specific to subject matter and/or professional responsibility, has a good grasp of child development and how students learn, and designs effective and rigorous plans for support consisting of well-structured lessons with measurable outcomes.			
I-A. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
I-A-1. Professional Knowledge	Demonstrates limited professional knowledge; relies heavily on outdated practices as opposed to current practices supported by research. Rarely engages students in academic, behavioral, and social/emotional learning experiences through the use of educational and/or clinical practices.	Demonstrates factual knowledge of the professional content and delivery and sometimes applies it to engage students in academic, behavioral, and social/emotional learning experiences through the use of educational and/or clinical practices.	**Demonstrates sound knowledge and understanding of professional content and delivery by consistently engaging students in academic, behavioral, and social/emotional learning experiences through the use of educational and/or clinical practices that enable students to acquire knowledge and skills.**	Demonstrates mastery of professional content and its delivery by engaging all students in academic, behavioral, and social/emotional learning experiences, through the use of educational and/or clinical practices, that enable students to synthesize knowledge and skills. Is able to model this element.
I-A-2. Child and Adolescent Development	Demonstrates little or no knowledge of child and adolescent development; typically develops one learning experience, and/or type of counseling support or assistance for all students that does not adequately address intended outcomes.	Demonstrates general knowledge of child and adolescent development but does not apply this knowledge when providing differentiated learning experiences, counseling support, and/or assistance that would enable all students—as opposed to just some—to move toward meeting intended outcomes.	**Demonstrates knowledge of students' developmental levels and the different ways these students learn or behave by supporting differentiated learning experiences and providing counseling and interventions that enable all students to progress toward meeting intended outcomes.**	Demonstrates expert knowledge of the developmental levels of individual students and students in the grade or subject more generally and uses this knowledge to differentiate and expand learning experiences, Provides counseling and intervention supports, and/or types of assistance, enabling all students to make significant progress toward meeting stated outcomes. Is able to model this element.

Note: At the Exemplary level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric this level of expertise is denoted by "Is able to model"

I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
1-A-3 Plan Development[1]	Develops or contributes to the development of plans that are not timely and/or not tailored to the needs of individual students; or, plans do not include appropriate supports or measurable outcomes that would enable students to meet the goals and objectives of the plan.	Develops or contributes to the timely development of plans that respond to some but not all relevant individual student needs, and/or plans that lack sufficient measurable outcomes or supports that enable students to meet all goals and objectives of the plan.	**In collaboration with team or colleagues develops or contributes to the timely development of well-structured plans that respond to relevant individual student needs, and include supports that enable students to meet the goals or objectives of the plan.**	In collaboration with team or colleagues, develops or contributes to the timely development of comprehensive, well-structured plans with measurable outcomes that respond to all relevant individual student needs, are coordinated with other plans relevant to those students, and include supports that enable students to meet all goals or objectives of the plan. Is able to model this element.
I-A-4 Crisis Assessment	Does not demonstrates knowledge and clinical skill in assessing children and adolescents in crisis including child abuse, suicidal risk, risk of violence, mental status, mental illness, etc. and does not develop appropriate crisis intervention plans.	Demonstrates limited knowledge and clinical skill in assessing children and adolescents in crisis including child abuse, suicidal risk, risk of violence, mental status, mental illness, etc. and crisis intervention plans do not address all crisis needs.	**Demonstrates sound knowledge and clinical skill in assessing children and adolescents in crisis including child abuse, suicidal risk, risk of violence, mental status, mental illness, etc. and develops appropriate crisis intervention plans.**	Demonstrates expert knowledge and clinical skill in assessing children and adolescents in crisis including child abuse, suicidal risk, risk of violence, mental status, mental illness, etc. and develops appropriate crisis intervention plans. Is able to model this element.
I-A-5. Well-Structured Lessons	Develops lessons (which may include individual and group activities or sessions) with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping.	Develops lessons (which may include individual and group activities or sessions) with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	**Develops well-structured lessons (which may include individual and group activities or counseling sessions) with challenging, measurable objectives and appropriate student engagement strategies, materials, and resources.**	Develops well-structured and highly engaging lessons (which may include individual and group activities and sessions) with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element.

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[1] "Plan" is used throughout this document to refer to a variety of plans, including but not limited to: lesson plans, unit plans, Individualized Education Programs (IEPs), Individualized Health Care Plans (IHCPs), Career Plans, and 504 Plans. The type of plan that an educator is responsible for depends on the educator being evaluated; both the educator and evaluator should understand and agree upon the definition relevant to the educator's role.

I-A-6 School Counseling Curriculum	Develops and/or supports a counseling curriculum that is minimally aligned to standards and/or student needs; does not deliver a curriculum that addresses students' academic/technical competencies, career/workplace readiness, and/or the personal/social skills necessary for success.	Develops and/or supports a standards-based counseling curriculum that aims to support some students to develop academic/technical competencies, career/workplace readiness, and the personal/social skills necessary for success but delivery is inconsistent and/or some students' needs are not addressed.	Develops and/or supports the delivery or delivers a standards-based counseling curriculum that supports all students in developing academic/technical competencies, career/workplace readiness, and the personal/social skills necessary for success in higher education, the workplace, and other post-secondary options.	Develops, supports the delivery or delivers, and appropriately adjusts a standards-based counseling curriculum that empowers all students to develop academic/technical competencies, career/workplace readiness, and the personal/social skills necessary for success in higher education, the workplace, and other post-secondary options. Is able to model this element.
I-A-7 Community Contacts	Demonstrates little or no knowledge of community agencies and does not develop effective relationships with agency contacts to facilitate service delivery to students and families.	Demonstrates some knowledge of community agencies and develops limited relationships with agency contacts to facilitate service delivery to students and families.	**Demonstrates sound knowledge of community agencies and develops effective relationships with agency contacts to facilitate referral and service delivery to students and families.**	Demonstrates expert knowledge of community agencies, develops effective relationships with agency contacts to facilitate referral and service delivery to students and families, and provides active support to agencies by serving on community boards. Is able to model this element.

Indicator I-B. **Assessment: Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.**

I-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-B-1. Variety of Assessment Methods	Rarely collects only the data required by the school and/or measures only point-in-time student achievement or development.	Occasionally collects some data to measure student learning, growth, or development, but uses a limited range of methods.	**Strategically selects from variety of assessments (i.e. review of records, observation, interview, testing) to assess student learning, behavior, and development.**	Uses an integrated, comprehensive assessment system, including informal and formal assessment methods and common interim assessments where applicable, to measure student learning, growth, and development. Is able to model this element.
I-B-2. Collateral Contacts	Rarely seeks information from collateral contacts such as teachers, administrators, family members, community service providers, etc. to enhance and to validate assessment of student needs to enable optimal service provision.	Occasionally seeks information from collateral contacts such as teachers, administrators, family members, community service providers, etc. to enhance and to validate assessment of student needs to enable optimal service provision.	**Seeks information from a variety of collateral contacts such as teachers, administrators, family members, community service providers, etc. to enhance and to validate assessment of student needs to enable optimal service provision.**	Seeks information from a variety of collateral contacts such as teachers, administrators, family members, community service providers, etc. to enhance and to validate assessment of student needs to enable optimal service provision. Is able to model this element.

| I-B-3. Adjustment to Practice (Intervention Monitoring) | Makes few adjustments to practice by identifying and/or implementing appropriate differentiated interventions, supports, and programs based on formal and informal assessments. | May organize and analyze some assessment results but only occasionally adjusts practice and identifies and/or implements appropriate differentiated interventions, supports, and programs for students. | **Facilitates or assists with data collection to determine the effectiveness of interventions devised in collaboration with colleagues and/or of recommendations proposed in assessment of students.** | Facilitates or assists with data collection to determine the effectiveness of interventions devised in collaboration with colleagues and/or of recommendations proposed in assessment of students Is able to model this element. |

Indicator I-C. Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately.

I-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-C-1. Analysis and Conclusions	Does not analyze data and/or draw conclusions from data beyond completing minimal requirements.	Draws conclusions from a limited analysis of data to inform student learning, growth, and development.	**Individually and with colleagues, draws appropriate conclusions about programs, plans, and practices from a thorough analysis of a wide range of data to improve student learning, growth, and development.**	Individually and with colleagues, draws appropriate, actionable conclusions about programs, plans, and practices from a thorough analysis of a wide range of data that improve short- and long-term planning decisions. Is able to model this element.
I-C-2. Sharing Conclusions With Colleagues	Rarely shares with colleagues conclusions about student progress and/or rarely seeks feedback from them about practices that will support improved student learning and/or development.	Only occasionally shares with colleagues conclusions about student progress and/or seeks feedback from them about practices that will support improved student learning and/or development.	**Presents key, relevant information with appropriate colleagues (e.g. teachers, administrators, professional support personnel) to promote effective collaboration that supports improved student learning and/or development.**	Presents key, relevant findings to colleagues clearly, respectfully, and in sufficient detail to promote effective collaboration that supports improved student learning and/or development. Is able to model this element.
I-C-3. Sharing Conclusions With Students and Families	Provides little or no feedback on student growth or progress except through minimally required reporting or provides inappropriate feedback that does not support students to grow and improve.	Provides some feedback about student growth or progress beyond required reports but rarely shares strategies for students to grow and improve.	**Based on assessment results and/or other data, provides descriptive feedback and engages students and families in constructive conversation that focuses on student growth and improvement.**	Establishes early, constructive feedback loops with students and families that create a dialogue about student growth, progress, and improvement. Is able to model this element.

Standard II: Teaching All Students. *Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.*

Indicator II-A.	**Instruction: Uses instructional and clinical practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.**			
II-A. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
II-A-1. Quality of Effort and Work	Establishes no or low expectations for student work and behavior and/or offers few supports to help students know what is expected of them.	May state high expectations for student work and behavior, but provides few exemplars and rubrics, or limited guided practice, and/or few other supports to help students know what is expected of them.	**Consistently defines high expectations for student work and behavior, and the perseverance and effort required to produce it; provides guided practice, and/or models appropriate behaviors.**	Consistently defines high expectations for student work and behavior and effectively supports students to set high expectations for each other to persevere and produce high-quality work. Is able to model this element.
II-A-2. Student Engagement	Uses instructional and/or clinical practices that leave most students uninvolved and/or passive.	Uses instructional and/or clinical practices that motivate and engage some students but leave others uninvolved and/or passive.	**Consistently works with other school personnel to develop, implement, and evaluate effective interventions or instructional practices likely to motivate and engage most students during the lesson, activity, or session.**	Consistently works with other school personnel to develop, implement, and evaluate effective interventions or instructional practices likely to motivate and engage most students during the lesson, activity, or session, and during independent work. Is able to model this element.
II-A-3. Meeting Diverse Needs	Uses limited and/or inappropriate practices and/or supports to accommodate differences.	May use some appropriate practices and/or supports to accommodate differences, but fails to address an adequate range of differences.	**Uses professional practices and supports that promote effective functioning for individuals, families, and schools with diverse characteristics, learning needs, cultures, and backgrounds and across multiple contexts.**	Uses professional practices and supports that promote effective functioning for individuals, families, and schools with diverse characteristics, learning needs, cultures, and backgrounds and across multiple contexts. Is able to model this element.
II-A -4 Transitions	Rarely contributes to development, coordination and implementation of strategies for grade-to-grade, school-to-school and/or school-to-post-secondary transitions for students, or contributions are ineffective.	Contributes to development and coordination of strategies for grade-to-grade, school-to-school and/or school-to-post-secondary transitions for some students, but implementation of transition strategies is incomplete.	**Contributes to development, coordination and implementation of effective strategies for grade-to-grade, school-to-school and/or school-to-post-secondary transitions for all students.**	Leads development, coordination and implementation of effective transitions for all students in collaboration with colleagues, administrators, families, higher education institutes, and/or workforce development specialists. Is able to model this element.

II-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-5. Academic Advising	Academic planning and advising is only available to few students, support is not customized to meet the needs of all students, and/or advising is not delivered in a timely manner to support students to meet course, grade, graduation, or post-secondary requirements.	Inconsistently contributes to a college and career ready culture within the school by occasionally providing activities or strategies to support students to prepare for, participate in, and succeed in rigorous academic programs; range of supports is limited and/or supports do not meet all students' needs.	**Contributes to a college and career ready culture within the school by providing classroom activities, group counseling, or individual sessions that promote equity and access by supporting all students to prepare for, participate in, and succeed in rigorous academic programs.**	Facilitates a college and career ready culture within the school by providing a wide-range of effective activities, strategies, and interventions that promote equity and access through customized support for all students to prepare for, participate in, and succeed in rigorous academic programs. Is able to model this element.

Indicator II-B.	Learning Environment: Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.			
II-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B-1. Safe Learning Environment	Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students' learning.	May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning.	**Works with others to develop routines and interventions that create and maintain a safe physical, social and intellectual environment where students take academic and pro-social risks and most behaviors that interfere with learning are addressed.**	Works with others to use rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Is able to model this element.
II-B-2. Collaborative Learning Environment	Makes little effort to teach interpersonal, group, and communication skills or facilitate student work in groups, or such attempts are ineffective.	Teaches some interpersonal, group, and communication skills and provides some opportunities for students to work in groups.	**In collaboration with others develops students' interpersonal, group, and communication skills and provides or supports opportunities for students to learn in groups with diverse peers.**	In collaboration with others, teaches and reinforces interpersonal, group, and communication skills so that students seek out their peers as resources. Is able to model this practice.
II-B-2. Student Motivation	Directs all learning experiences, providing few, if any, opportunities for students to take risks or challenge themselves.	Creates some learning experiences that guide students to identify needs, ask for support, and challenge themselves to take risks.	**In collaboration with others, consistently creates or supports learning experiences for groups, classrooms, and individuals that guide students to identify their strengths, interests, and needs; supports the development of their mental and physical health; and challenge themselves to succeed.**	In collaboration with others, consistently supports students to identify their strengths, interests, and needs; ask for support; take risks; challenge themselves; set learning goals; and monitor their own progress. Is able to model this element.

Indicator II-C.	Cultural Proficiency: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.			
II-C. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
II-C-1. Respects Differences	Establishes an environment in which students demonstrate limited respect for individual differences.	Establishes an environment in which students generally demonstrate respect for individual differences.	**Consistently uses strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.**	Establishes an environment in which students respect and affirm their own and others' differences and are supported to share and explore differences and similarities related to background, identity, language, strengths, and challenges. Is able to model this element.
II-C-2. Maintains Respectful Environment	Minimizes or ignores conflicts and/or responds in inappropriate ways.	Anticipates and responds appropriately to some conflicts or misunderstandings but ignores and/or minimizes others.	**In collaboration with others, promotes fairness and social justice; and develops prevention and crisis intervention programs to address potential conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.**	In collaboration with others, promotes fairness and social justice; and develops prevention and crisis intervention programs to address potential conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.Is able to model this element.

Indicator II-D.	Expectations: Plans and implements lessons and/or supports that set clear and high expectations and also make knowledge, information, and/or supports accessible for all students.			
II-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D-1. Clear Expectations	Does not make specific standards for student work, effort, interactions, and behavior clear to students.	May communicate specific standards for student work, effort, interactions, and behavior, but inconsistently or ineffectively enforces them.	**Assists educators and students in setting and clearly communicating goals and expectations for student work, effort, and behavior.**	Individually and with colleagues, consistently assists educators and students in setting and clearly communicating goals and expectations for student work, effort, and behavior.
II-D-2. High Expectations	Gives up on some students or communicates that some cannot accomplish challenging goals. .	May tell students that a goal is challenging and that they need to work hard but does not model ways students can accomplish the goal through effective effort. .	**Facilitates the design and delivery of interventions that help students develop skills necessary to become self-regulated, self-motivated, and active learners.**	Facilitates the design and delivery of interventions that help students develop their self-regulatory skills and self-motivation for success. Is able to model this element.
II-D-3. Access to Knowledge	Rarely supports adaptations to improve instruction, services, plans, communication, and /or assessments to make curriculum/supports accessible to all students for whom the educator has responsibility, including English learners and students with disabilities.	Occasionally supports adaptations to improve instruction, services, plans, communication, and /or assessments to make curriculum/supports accessible to all students for whom the educator has responsibility, including English learners and students with disabilities.	**Consistently supports adaptations to improve instruction, services, plans, communication, and /or assessments to make curriculum/supports accessible to all students for whom the educator has responsibility, including English learners and students with disabilities.**	Individually and with colleagues, consistently supports adaptations to improve instruction, services, plans, communication, and/or assessments to make curriculum/supports accessible to all students for whom the educator has responsibility, including English learners and students with disabilities. Is able to model this element.
II-D-4 Responsive Services	Rarely uses evidence-based counseling theories and techniques or relies on outdated practices to deliver short term counseling interventions to resolve immediate conflicts/problems, intervene in school-specific situations that disrupt learning, and/or respond to crisis events.	Delivers short term counseling interventions to resolve immediate conflicts/problems, intervenes in school-specific situations that disrupt learning, and/or responds to crisis events, but the counseling interventions may not be evidence-based and/or utilized in all situations.	**Seeks out and implements evidence-based counseling theories and techniques to deliver short term counseling interventions to resolve immediate conflicts/problems, intervene in school-specific situations that disrupt learning, and respond to crisis events. Assesses the effectiveness of interventions and responses in positively impacting student achievement.**	Seeks out, implements, and continuously refines evidence-based counseling theories and techniques to deliver short term counseling interventions, intervene in school-specific situations that disrupt learning, and respond to crisis events. Collaborates with colleagues, administrators, and families in assessing the effectiveness of interventions and responses in positively impacting student achievement. Is able to model this element.

Standard III: Family and Community Engagement. *Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.*

Indicator III-A.	Engagement: Welcomes and encourages every family to become active participants in the classroom and school community.			
III-A. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
III-A-1. Parent/Family Engagement	Does not welcome families to become participants in the classroom and school community or actively discourages their participation.	Makes limited attempts to involve families in school and/or classroom activities, meetings, and planning.	**Uses a variety of strategies to support families to participate actively and appropriately in the school community through effective communication, collaboration and information sharing for parents and diverse audiences.**	Successfully engages most families and sustains their active and appropriate participation in the school community. Is able to model this element.

Indicator III-B.	Collaboration: Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.			
III-B. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
III-B-1. Learning Expectations	Does not inform parents about learning, behavior, and/or wellness expectations.	Sends home only a list of rules/expectations and an outline of the student learning, behavior, or wellness plan for the year.	**Consistently provides parents with clear, user-friendly expectations for student learning, behavior, and/or wellness.**	Successfully conveys to most parents clear, user-friendly student learning, behavior, and wellness expectations. Is able to model this element.
III-B-2. Student Support	Rarely, if ever, communicates with parents on ways to support learning and development at home or at school.	Sends home occasional suggestions on how parents can support learning and development at home or at school.	**Communicates regularly with families and successfully engages many families to create, share, and/or identify strategies for supporting learning and development at school and home.**	Communicates regularly with parents to share and/or identify strategies for supporting learning and development at school and home, successfully encourages most families to use at least one of these strategies, documents progress. Is able to model this element.

Indicator III-C. Communication: Engages in regular, two-way, and culturally proficient communication with families and service providers about student learning, behavior and wellness.				
III-C. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
III-C-1. Two-Way Communication	Rarely communicates with families and service providers except through required reports; rarely solicits or responds promptly to communications from families and service providers.	Relies primarily on sharing general information and announcements with families and service providers through one-way media and usually responds promptly to communications from families and service providers.	**Regularly uses two-way communication with families and service providers (within the bounds of confidentiality) about student learning, behavior, and wellness; responds promptly and carefully to communications from families and service providers.**	Regularly uses a two-way system that supports frequent, proactive, and personalized communication with families and service providers (within the bounds of confidentiality) about individual student learning, behavior, and wellness. Is able to model this element.
III-C-2. Culturally Proficient Communication	Makes few attempts to respond to different family cultural norms and/or responds inappropriately or disrespectfully.	May communicate respectfully and make efforts to take into account different families' home language, culture, and values, but does so inconsistently or does not demonstrate understanding and sensitivity to the differences.	**Always communicates respectfully with families and relevant service providers and demonstrates understanding of and sensitivity to diverse cultural issues, contexts, and other factors that have an impact on family-school partnerships, and addresses these factors when communicating with families.**	Always communicates respectfully with families and relevant service providers and demonstrates understanding of and sensitivity to diverse cultural issues, contexts, and other factors that have an impact on family-school partnerships, and addresses these factors when communicating with families. Is able to model this element.

Standard IV: Professional Culture. *Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.*

Indicator IV-A.	Reflection: Demonstrates the capacity to reflect on and improve the educator's own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.			
IV-A. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
IV-A-1. Reflective Practice	Demonstrates limited reflection on practice and/or use of insights gained to improve practice.	May reflect on the effectiveness of instruction, supports, and interactions with students but not with colleagues and/or rarely uses insights gained to improve practice.	**Regularly reflects on the effectiveness of instruction, supports, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student outcomes.**	Regularly reflects on the effectiveness of instruction, supports, and interactions with students, both individually and with colleagues; and uses and shares with colleagues insights gained to improve practice and student outcomes. Is able to model this element.
IV-A-2. Goal Setting	Participates passively in the goal-setting process and/or proposes goals that are vague or easy to reach.	Proposes one goal that is vague or easy to achieve and/or bases goals on a limited self-assessment and analysis of student data.	**Proposes challenging, measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student data.**	Individually and with colleagues builds capacity to propose and monitor challenging, measurable goals based on thorough self-assessment and analysis of student data. Is able to model this element.

Indicator IV-B.	Professional Growth: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.			
IV-B. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
IV-B-1. Professional Learning and Growth	Fails to participate in any, professional development and learning opportunities to improve practice and/or applies little new learning to practice.	Inconsistently participates in required professional development and learning activities and/or inconsistently or inappropriately applies new learning to improve practice.	**Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction, supportive intervention strategies, and leadership responsibilities.**	Consistently seeks out professional development and learning opportunities that improve practice and build expertise of self and other educators in instruction, supportive intervention, academic support, and leadership. Is able to model this element.

Indicator IV-C.   Collaboration: Collaborates effectively with colleagues on a wide range of tasks.

IV-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-C-1. Professional Collaboration	Rarely and/or ineffectively collaborates with colleagues; conversations often lack focus on student performance and/or development.	Does not consistently collaborate with colleagues in ways that create and maintain a multi-tiered continuum of services to support attainment of student goals.	**Consistently and effectively collaborates with colleagues through shared planning and/or informal conversation to create and maintain a multi-tiered continuum of services to analyze student performance and plan appropriate interventions.**	Facilitates effective collaboration with and among colleagues through shared planning and/or informal conversation to create, and maintain a multi-tiered continuum of services to analyze student performance and plan appropriate interventions. Is able to model this element.
IV-C-2. Consultation	Does not demonstrate a facility for using a problem-solving process and regularly provides inappropriate advice. Does not provide advice and expertise to general education teachers or other colleagues unless prompted to do so; and/or fails to offer advice when appropriate.	Inconsistently uses a problem-solving process to collaborate and consult with colleagues. At times provides advice that is inappropriate or poorly formulated and/or implemented to effectively address student needs	**Regularly provides appropriate advice and expertise that is customized to support general education teachers and other colleagues to create appropriate and effective academic, behavioral, and social/emotional learning experiences for students for whom responsibility is shared at the individual, classroom, or school level**	Utilizes a variety of means to regularly provide advice and expertise that is customized to support general education teachers and other colleagues to successfully create appropriate and effective academic, behavioral, and social/emotional learning experiences for students at the individual, classroom, or school level. Is able to model this element.

Indicator IV-D.   Decision-Making: Becomes involved in school-wide decision making, and takes an active role in school improvement planning.

IV-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-D-1. Decision-Making	Participates in planning and decision making at the school, department, and/or grade level only when asked and rarely contributes relevant ideas or expertise.	May participate in planning and decision making at the school, department, and/or grade level but inconsistently applies knowledge of interventions and programs.	**Applies professional knowledge and expertise in the planning and development of existing school based programs and services.**	In planning and decision-making at the school, department, and/or grade level, consistently contributes professional knowledge and expertise that are critical to school improvement efforts. Is able to model this element.

Indicator IV-E.   Shared Responsibility: Shares responsibility for the performance of all students within the school.

IV-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-E-1. Shared Responsibility	Rarely reinforces schoolwide behavior and learning expectations for all students and/or makes a limited contribution to their learning by rarely sharing responsibility for meeting their needs.	Within and beyond the classroom, inconsistently reinforces schoolwide behavior and learning expectations for all students, and/or makes a limited contribution to their learning by inconsistently sharing responsibility for meeting their needs.	**Within and beyond the classroom, uses professional expertise** to **consistently reinforce school-wide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs.**	Individually and with colleagues, uses professional expertise to develop strategies and actions that contribute to the learning and productive behavior of all students at the school. Is able to model this element.

Indicator IV-F.   Professional Responsibilities: Is ethical and reliable, and meets routine responsibilities consistently.

IV-F. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-F-1. Judgment	Demonstrates poor judgment and/or discloses confidential student information inappropriately.	Sometimes demonstrates questionable judgment and/or inadvertently shares confidential information.	**Demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and protects student confidentiality appropriately per SAC licensing requirements.**	Demonstrates sound judgment and acts appropriately to protect student confidentiality, rights and safety per SAC licensing requirements. Is able to model and teach this element.
IV-F-2. Reliability & Responsibility	Frequently misses or is late to assignments, makes errors in records, and/or misses paperwork deadlines; frequently late or absent.	Occasionally misses or is late to assignments, completes work late, and/or makes errors in records.	**Consistently fulfills professional responsibilities; is consistently punctual and reliable with paperwork, duties, and assignments; and is rarely late or absent from school.**	Consistently fulfills all professional responsibilities to high standards. Is able to model this element.