

Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
D. Assessment				
D.5 Shares student outcome data with students and parents.	Feedback to students and parents is lacking or is not provided in a timely manner.	Information on student progress to students and parents is inconsistent and may not be appropriate given the circumstance.	Relevant feedback on student progress is promptly provided to students and parents in a meaningful way.	- Provides information and documentation on student progress via email, phone and meetings on a consistent basis. - Information and data is provided in a meaningful way and provides an opportunity to offer additional support and encouragement.
D.6 Uses technology to organize and integrate assessment information.	The teacher demonstrates little or no familiarity of the resources available to incorporate technology into the classroom, nor for the use of data collection and analysis. No effort is made to seek out information to learn.	The teacher demonstrates some familiarity with available technology, but does not incorporate the resources in data collection and analysis. Does not seek out additional information and resources.	The teacher is fully aware of available technology resources and utilizes them in both the classroom setting to enhance learning and in data collection and analysis.	- The teacher seeks out available technology resources beyond the school through professional organizations, the Internet and in the community to expand his/her own knowledge, enhance the learning environment and as a tool for data collection and analysis of assessments. - Utilizes technology for increased efficiency.

Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
E. Continuous Professional Improvement				
E.1 Engages in professional development activities consistent with his/her goals and those of the school.	- Participates in professional development activities only as required and when convenient. - Provides little or no evidence of skill development outside of the school setting.	Attends professional development activities but seldom integrates new techniques and strategies into practices.	- Participates in professional development activities to enhance content knowledge and pedagogical skills. - Incorporates the information learned into the classroom setting, as appropriate. - Professional development is aligned to school goals and objectives.	- Actively participates in professional development activities that will contribute to the professional growth and support the school's goals and objectives for student success. - Takes a leadership role in planning and supporting professional development activities as part of continuous improvement for self and colleagues.
E.2 Sets purposeful professional goals to strengthen the effectiveness of instruction based on students' needs.	- Teacher does not set professional goals. - Rarely participates in professional development or participates only when required or necessary for recertification.	- Teacher sets only minimal professional goals. - Selects and participates in professional development opportunities that lack relevance to student success.	- Develops professional goals for continuous professional development. - Seeks opportunities to enhance knowledge and skills learned to the classroom. - Uses research to improve instruction.	- Sets meaningful short and long-term personal and professional goals relating to continuous professional development. - Actively pursues professional development and uses the gained knowledge and skills to promote student learning. - Makes substantial contributions to the profession through mentoring, research and/or training roles.

Domains & Indicators	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
E. Continuous Professional Improvement				
E.3 Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improves the effectiveness of the lessons.	Few or no processes and procedures for collecting, analyzing, and applying learning from data sources are used by the teacher.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by the teacher.	Systematic process and procedures for collecting, analyzing, and applying learning from all data sources are documented and used consistently by teacher to adjust planning to improve the effectiveness of the lessons and programs.	- Frequently collaborates with parents, colleagues and the community to strengthen the effectiveness of instruction based on student needs. - Works with peers, on a regular basis, to align instruction to the School Improvement Plan to promote continuous improvement of student learning. - Actively supports and encourages collaboration among all stakeholders to promote student learning.
E.4 Collaborates with parents, colleagues, and the community to support student learning.	Seldom or never collaborates with parents, colleagues, and the community to support student learning.	- Often works in isolation, and rarely collaborates with parents and the community to support learning. - Only participates in collegial activities when required.	Collaborates with parents, colleagues and the community to strengthen the effectiveness of instruction based on student needs.	Works with peers to align instruction to the School Improvement Plan (SIP) to promote continuous improvement of student learning.

Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
E. Continuous Professional Improvement				
E.5 Implements knowledge and skills learned in professional development in the teaching and learning process.	There is no evidence that the teacher reviews the current literature and research or is knowledgeable of current topics related to the profession.	Teacher is aware of research to improve instruction, but does not demonstrate evidence that it is incorporated in the classroom to benefit students.	Teacher regularly reviews the current literature and research both independently and in collaboration with peers. Incorporates the research in the classroom as appropriate and beneficial to students.	- Teacher seeks out research to improve instruction and shares current research with colleagues. - Uses data from his/her own learning environment as a basis for reflecting upon and improving his/her teaching practices.

Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
F. Professional Responsibility and Ethical Conduct				
F.1 Adheres to established laws, policies, rules and regulations.	- There is little evidence that the teacher is aware of school policies and procedures and has limited knowledge of state and federal laws governing the education system. - Teacher has little understanding or knowledge of the <i>Code of Ethics for Florida Teachers</i> and the <i>Standards for Professional Conduct</i>.	- The teacher complies with school policy and procedure most of the time. - Demonstrates knowledge of the <i>Code of Ethics for Florida Teachers</i> and the <i>Standards for Professional Conduct</i>.	- The teacher adheres to the school's policies, rules and regulations and has a general understanding of the state and federal laws governing the education system. - Teacher upholds the <i>Code of Ethics for Florida Teachers</i> and the <i>Standards for Professional Conduct</i>.	- Consistently adheres to the school's policies, rules and regulations and has a strong knowledge of state and federal laws governing the education system. - Teacher models the tenets of the <i>Code of Ethics for Florida Teachers</i> and the <i>Standards for Professional Conduct</i>, and encourages others to do the same.
F.2 Maintains a professional demeanor; adheres to school policies; exhibits a professional appearance and behavior; uses appropriate language; interacts appropriately with students, parents, staff and community.	Behavior is not consistent with the professional demeanor of a teacher.	Maintains a professional demeanor most of the time.	Maintains a professional demeanor during and after school hours.	- Consistently demonstrates a professional demeanor in all settings and encourages others to do the same. - Models professional interaction with students, parents and the community.

Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
F. Professional Responsibility and Ethical Conduct				
F.3 Maintains accurate records.	The teacher has no system or a rudimentary system of accurate record keeping and does not maintain student confidentiality.	The teacher makes numerous errors related to student records.	Maintains accurate records and student confidentiality.	- Teacher's system for maintaining records is consistently accurate and efficient. - Confidentiality of student records and information is always maintained.
F.4 Is punctual with reports, grades, records and reporting to work.	- Is consistently late in submitting student reports and records. - Has a high rate of absenteeism.	- Must be reminded to submit student reports and records on time. - Occasionally reports to work late.	- Submits student information, records and reports on time. - Reports to work on time.	- Consistently completes and submits required student reporting information accurately and on time. - Reports to work on time.
F.5 Performs assigned duties.	Seldom performs assigned duties through to completion.	Performs duties as assigned, but often must be reminded.	Performs all duties, as assigned.	Willingly performs assigned duties and takes on additional responsibility.
F.6 Builds professional relationships.	Expresses little interest in developing professional relationships.	Demonstrates a limited interest in fostering professional relationships.	Engages in professional activities with peers to form positive relationships.	Actively seeks opportunities for professional growth and development; cultivates professional relationships in school and through professional organizations.

Utilizing the FCPCS Classroom Walk-Through Tool

Rationale for Using the Walk-Through Tool

The FCPCS Classroom Walk-Through Tool addresses the six Florida Educator Accomplished Practices (FEAPs) which are assessed through the FCPCS Charter School Classroom Teacher Evaluation System. The Walk-Through Tool assists the school-based administrator(s) in monitoring teachers' compliance with the FEAPs throughout the school year and, in doing so, provides opportunities for teachers to receive feedback on the domains and indicators by which they will be formally evaluated. The Tool ensures that teachers are provided with assistance and support in addressing "areas in need of improvement," prior to the end of year evaluation.

For the school-based administrator, it provides information regarding specific areas in which professional development is needed at the school site, and by individual teachers. The use of the Tool also allows the teachers to learn what specific areas they need to target on their Professional Growth Plans.

Recommendations for Utilization

1. Prior to using the Classroom Walk-Through Tool, conduct a training session for teachers on the rationale and method for utilizing the Walk-Through Tool.
2. Use the Walk-Through Tool to record observations made during each classroom visit in order to provide specific, meaningful feedback to teachers in post-observation conferences.
3. Conduct as many classroom visits, or *walk-throughs*, as needed for each teacher during each grading period—record observations on the Walk-Through Tool.
4. Stay a minimum of 10 minutes during each classroom visit in order to assess as many areas as possible.
5. Use the Walk-Through Tool to assess all domains during a classroom visit, or *assess specific targeted domains* during each classroom visit (in other words, you may focus only on *Instructional Delivery and Facilitation* during a classroom visit).
6. Meet with the teacher following each classroom walk-through; discuss both the *positive* practices observed, as well as the areas in which there is a *need for improvement*; offer suggestions and support; explain that a follow-up visit will be conducted to review areas for improvement; obtain the teacher's signature on the Tool to indicate that a feedback session was conducted.

Recommended System for Maintaining Teacher Performance Data

Maintain a portfolio for *each* teacher, or, instead, keep a binder with data for *all* teachers. The portfolios or binder may contain such data/documents as specified below:

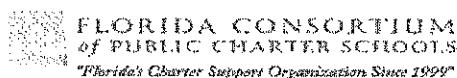
- Signed Classroom Walk-Through Tools
- Individual Professional Development Plan (Professional Growth Plan), with accompanying data
- Formal Teacher Evaluations
- Record of Professional Development (PD) participation for the year (i.e., certificates of completion for online courses; schedule of PD workshops attended; transcripts of university courses completed; etc.)
- Record of Attendance and Punctuality



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- Record of participation in school-wide committees; volunteer activities for the school; special trainings/workshops provided to the staff; mentoring tasks with new teachers; voluntary tutoring of students; other extracurricular activities to support the school

Name of Teacher: _____ Classroom/Subject: _____ Date: _____



FCPCS Classroom Walk-Through Tool

TEACHER PERFORMANCE STANDARDS & INDICATORS <i>(Aligned to the FEAPs)</i>		Rating
A. Instructional Design and Lesson Planning		
▪ Teacher uses diagnostic data to plan lessons, and aligns lessons to state standards.		
▪ Teacher develops learning experiences that are sequential and logical, and ensures that students have the required prior knowledge.		
▪ Teacher designs lessons that are student centered, and ensures that instruction is rigorous and focuses on student mastery.		
▪ Teacher develops learning experiences that allow students to demonstrate a variety of skills and competencies.		
▪ Teacher monitors learning through a variety of formal and informal assessments.		
Comments:		
B. The Learning Environment		
▪ Teacher effectively manages resources, time, space and class behavior to ensure maximum student learning.		
▪ Teacher provides feedback and adjusts activities to meet the differing needs and diversity of all learners.		
▪ Teacher models clear, acceptable oral and written communication skills, and maintains a climate of openness, inquiry, fairness and support.		
▪ Teacher integrates current information and communication technologies that enable students to achieve their educational goals.		
▪ Teacher conveys high expectations to all students.		
Comments:		
C. Instructional Delivery and Facilitation		
▪ Teacher clearly communicates learning goals and instructional procedures to students, and engages all learners.		
▪ Teacher delivers relevant, engaging, and challenging lessons that deepen and enrich students' understanding through content area literacy strategies.		
▪ Teacher encourages and supports student learning by providing immediate and specific feedback that promotes student achievement.		
▪ Teacher differentiates instruction for students based on students' learning needs and individual differences.		
▪ Teacher addresses gaps in student understanding and responds to preconceptions and misconceptions.		
▪ Teacher integrates subject matter with other disciplines and relates lessons to life experiences.		
▪ Teacher uses higher-order questioning techniques and resources, including technology, to provide comprehensive instruction.		
Comments:		

Name of Teacher: _____ Classroom/Subject: _____ Date: _____



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FCPCS Classroom Walk-Through Tool

TEACHER PERFORMANCE STANDARDS & INDICATORS <i>(Aligned to the FEAPs)</i>		Rating
D. Assessment		
▪ Teacher uses data from a variety of assessments to determine students' learning needs, and to drive instruction.		
▪ Teacher administers a variety of assessments to monitor student progress and learning gains, and applies technology.		
▪ Teacher administers formative and summative assessments that match the learning objectives and gauge student progress.		
▪ Teacher modifies assessments and testing conditions to accommodate students' learning styles and varying levels of knowledge.		
▪ Teacher shares assessment data with students and parents through data chats and verbal and/or written communication.		
Comments:		
E. Continuous Professional Improvement		
▪ Teacher involves parents, colleagues and the community in the education of students, as evidenced by conference logs.		
▪ Teacher applies knowledge and implements strategies and skills acquired through professional development workshops and training sessions to support student learning.		
Comments:		
F. Professional Responsibility and Ethical Conduct		
▪ Teacher adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida.		
▪ Teacher fulfills the expected obligations to students, the public, and the education profession, and adheres to policies, rules and regulations stipulated in the school's staff handbook.		
Comments:		

Recommendations/Target Points:

Teacher's Signature: _____

Date: _____

Administrator's Signature: _____

Date: _____

Ratings: [+] = Demonstrated [-] = Needs Improvement [/] = Not Observed

Section III:

FCPCS Charter School Student Services Personnel Evaluation System

Employee's Name: _____ Job Title: _____ Date: _____

School/Campus: _____ Grade Level(s) Served: _____ Evaluation Period: _____

Florida Consortium of Public Charter Schools Charter School Student Services Personnel Evaluation

Instructions:

The Charter School Student Services Personnel Evaluation is a performance evaluation system for student services personnel (i.e., school counselors, school social workers, school psychologists, school nurses, and ESE school coordinators). The evaluation instrument is based on Florida's Student Services Personnel Evaluation Model (SSPEM) and aligned to the *Florida Educator Accomplished Practices* (FEAPs), State Board of Education Rule 6A-5.065. When administering the evaluation, the school administrator should enter the appropriate rating to the right, based on evidence collected over the designated period of time. Each domain will have a total rating. At the completion of the evaluation, a total rating based on all indicators will be calculated. Per Senate Bill 736, fifty percent (50%) of the annual performance rating for instructional personnel must be based on criteria measured through the evaluation instrument.

RATING SCALE: Highly Effective = 4, Effective = 3, Needs Improvement/Developing = 2, Unsatisfactory = 1

Definitions of the Rating Scale:

- **Highly Effective:** There is consistent evidence that the employee is demonstrating the identified competencies.
- **Effective:** The employee is demonstrating the identified competencies most of the time.
- **Needs Improvement or Developing** ("Developing" rating is for employees in their first three years only.)
The employee is inconsistent in demonstrating the identified teacher competencies.
- **Unsatisfactory:** There is little or no evidence that the employee is demonstrating the identified competencies.

FCPCS Charter School Student Services Personnel Evaluation

A.	Data-Based Decision Making and Evaluation of Practices <i>(Aligned to the SSPEM)</i>	Rating
A.1	Collects and uses data to develop and implement interventions within a problem-solving framework.	
A.2	Analyzes multiple sources of qualitative and quantitative data to inform decision making.	
A.3	Uses data to monitor student progress (academic and social/emotional/behavioral) and evaluate the effectiveness of services on student achievement.	
A.4	Shares student performance data in a relevant and understandable way with students, parents, and administrators.	
Total	<i>To calculate the rating for this domain, add the total points in the rating column and divide by 4. Insert the total to the right.</i>	

B.	Instruction/Intervention Planning and Design <i>(Aligned to the SSPEM)</i>	Rating
B.1	Uses a collaborative problem-solving framework as the basis for identification and planning for academic and behavioral interventions and supports.	
B.2	Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.	
B.3	Applies evidence-based research and best practices to improve instruction/interventions.	
B.4	Develops intervention support plans that help the student, family, or other community agencies and systems of support reach a desired goal.	
B.5	Engages parents and community partners in the planning and design of instruction/interventions.	
Total	<i>To calculate the rating for this domain, add the total points in the rating column and divide by 5. Insert the total to the right.</i>	

Employee's Name: _____ Job Title: _____ Date: _____

School/Campus: _____ Grade Level(s) Served: _____ Evaluation Period: _____

FCPCS Charter School Student Services Personnel Evaluation

C.	Instruction/Intervention Delivery and Facilitation <i>(Aligned to the SSPEM)</i>	Rating
C.1	Collaborates with school-based and district-level teams to develop and maintain a multi-tiered continuum of services (MTSS) to support the academic, social, emotional, and behavioral success and health of all students.	
C.2	Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction and intervention services.	
C.3	Implements evidence-based practices within a multi-tiered framework.	
C.4	Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning.	
C.5	Promotes student outcomes related to career and college readiness.	
C.6	Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.	
Total	<i>To calculate the rating for this domain, add the total points in the rating column and divide by 6. Insert the total to the right.</i>	

D.	Learning Environment <i>(Aligned to the SSPEM)</i>	Rating
D.1	Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.	
D.2	Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership)	
D.3	Promotes safe school environments.	
D.4	Integrates relevant cultural issues and contexts that impact family-school partnerships.	
D.5	Provides a continuum of crisis intervention services.	
Total	<i>To calculate the rating for this domain, add the total points in the rating column and divide by 5. Insert the total to the right.</i>	

E.	Continuous Professional Development <i>(Aligned to the FEAPs and SSPEM)</i>	Rating
E.1	Engages in professional development activities consistent with his/her goals and those of the school.	
E.2	Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice.	
E.3	Collaborates with parents, colleagues and the community to support student learning.	
E.4	Implements knowledge and skills learned in professional development to support high-quality learning.	
Total	<i>To calculate the rating for this domain, add the total points in the rating column and divide by 4. Insert the total to the right.</i>	

Employee's Name: _____ Job Title: _____ Date: _____

School/Campus: _____ Grade Level(s) Served: _____ Evaluation Period: _____

FCPCS Charter School Student Services Personnel Evaluation

F.	Professional Responsibility and Ethical Conduct <i>(Aligned to the FEAPs)</i>	Rating
F.1	Adheres to established laws, policies, rules and regulations.	
F.2	Professional demeanor (The employee adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession of Florida; adheres to a high moral standard in the community; follows school policies; exhibits a professional appearance and behavior; uses appropriate language; and interacts appropriately with students, parents, staff and community.)	
F.3	Maintains accurate records related to the employee's job description and professional responsibilities.	
F.4	Is punctual with reports, records, and reporting to work.	
F.5	Performs assigned duties.	
F.6	Builds professional relationships.	
Total	<i>To calculate the rating for this domain, add the total points in the rating column and divide by 6. Insert the total to the right.</i>	

To calculate the employee's TOTAL RATING, add the "Totals" for each domain and divide by 6.

EMPLOYEE'S **TOTAL SCORE** ON STUDENT SERVICES PERSONNEL EVALUATION = _____

EMPLOYEE'S **TOTAL RATING** ON STUDENT SERVICES PERSONNEL EVALUATION (Check Appropriate Rating):

Highly Effective _____ Effective _____ Needs Improvement/Development _____ Unsatisfactory _____

3.6 - 4.0 = Highly Effective
3.0 - 3.5 = Effective
2.0 - 2.9 = Needs Improvement/Developing
1.0 - 1.9 = Unsatisfactory

Comments:

Identified areas for improvement and recommendations:

The signatures below indicate that the employee has had an opportunity to confer with the school-based administrator (evaluator) regarding the results of the evaluation. The employee may include a written statement as an addendum.

Employee's Signature

Date

Evaluator's Signature

Date

Addendum Attached: Yes _____ No _____

FCPCS Charter School Student Services Personnel Evaluation Rubric

Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
A. Data-Based Decision Making and Evaluation of Practices				
A.1 Collects and uses data to develop and implement interventions within a problem-solving framework.	Does not collect or use data to inform interventions within a problem-solving framework OR ineffectively demonstrates the practice/skill required.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Uses available school data and collects additional student data (e.g., screening, progress monitoring, and diagnostic assessment) relevant to informing problem identification, problem analysis, and intervention design.	Uses and/or facilitates collecting district data relevant to informing problem identification, problem analysis, and intervention design at the systems level.
A.2 Analyzes multiple sources of qualitative and quantitative data to inform decision making.	Does not analyze, integrate, and interpret data from multiple sources or use data to inform decisions OR ineffectively demonstrates the practice/skill required.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Analyzes, integrates, and interprets data from multiple sources at the individual and group level, and uses the data to inform decisions.	Analyzes, integrates, and interprets data from multiple sources at the school or district level, and uses the data to inform systems-level decisions.
A.3 Uses data to monitor student progress (academic and social/emotional/behavioral) and to evaluate the effectiveness of services on student achievement.	Does not monitor student progress or evaluate the effectiveness of academic and behavioral instruction/intervention OR ineffectively demonstrates the practice/skill required.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Uses individual and group data to monitor student progress, evaluate the effectiveness of academic and behavioral instruction/intervention, and modify interventions based on student data.	Uses school or district data to monitor the effectiveness of MTSS supports and district intervention program outcomes.

Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
A. Data-Based Decision Making and Evaluation of Practices				
A.4 Shares student performance data in a relevant and understandable way with students, parents, and administrators.	Does not provide feedback on student performance and other assessment data: does not present data in a way that is understandable and relevant OR ineffectively demonstrates the practice/skill required.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Provides feedback on student performance and other assessment data to stakeholders (students, teachers, parents, administrators, school teams) and presents data in a way that is understandable and relevant to stakeholder interest/needs.	Trains or mentors others to provide feedback on student performance and other assessment data to stakeholders and to present data in a way that is understandable and relevant to stakeholder interest/needs.

Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
B. Instruction/Intervention Planning and Design				
B.4 Develops intervention support plans that help the student, family, or other community agencies and systems of support reach a desired goal.	Support plans are ineffectively developed (i.e., plans do not reflect goals or systems coordination and support to obtain stated goal).	Practice is emerging but requires supervision, support and/or training to be effective independently.	Develops a support plan that reflects the goals of student/client systems and supports the goal.	Collaborates to identify systems-level needs, resources and infrastructure to access services and supports.
B.5 Engages parents and community partners in the planning and design of instruction/interventions.	Does not engage OR ineffectively engages families and community when planning and designing instruction/intervention.	Practice is emerging but requires supervision, support and/or training to be effective independently.	Engages families, community, and educational stakeholders when planning and designing instruction and interventions. Parent input is valued and incorporated into plans.	Develops systems-level strategies (e.g., validate participation, decision making, two-way communication) for engaging families and community when planning and designing instruction and interventions.

Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
C. Instruction/Intervention Delivery and Facilitation				
C.1 Collaborates with school-based and district-level teams to develop and maintain a multi-tiered continuum of services (MTSS) to support the academic, social, emotional, and behavioral success and health of all students.	Does not contribute to the development and implementation of MTSS at the school level OR ineffectively demonstrates the practice/skill required.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Facilitates the development of MTSS at the school level by planning and implementing interventions whose intensity matches student, group, or school needs.	Facilitates the development of MTSS at the district level by planning and implementing interventions that address systemic issues/concerns.
C.2 Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction an intervention services.	Does not consult/collaborate OR demonstrates practice/skill ineffectively when planning, implementing, or evaluating academic and social-emotional/behavioral services.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Consults and collaborates at the individual, family, and group levels to plan, implement, and evaluate academic, social-emotional/behavioral, and health services.	Consults and collaborates at the school/systems level to plan, implement, and evaluate academic and social-emotional/behavioral services.
C.3 Implements evidence-based practices within a multi-tiered framework.	Does not incorporate or ineffectively demonstrates evidence-based practices when implementing interventions for individual students and targeted groups.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Incorporates evidence-based practices in the implementation of interventions for individual students and targeted groups.	Assists in identifying and implementing evidence-based practices relevant to system-wide (school or district) interventions and supports.
C.4 Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning.	Does not identify barriers to learning or connect students with resources that support positive outcomes/goals OR ineffectively demonstrates the practice/skill required.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Identifies barriers to learning and connects students with resources that support positive student outcomes/goals.	Identifies the systemic barriers to learning and facilitates the development of broader support systems for students and families.

Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
C. Instruction/Intervention Delivery and Facilitation				
C.5 Promotes student outcomes related to career and college readiness.	Does not develop interventions that increase student engagement or support the attainment of post-secondary goals OR ineffectively demonstrates the practice/skill required.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Develops/Plans interventions or programs to increase student engagement (e.g., attendance, on-task behavior, rigorous/relevant instruction, participation in school activities) and support attainment of post-secondary goals.	Develops/Plans district-level or school-level policies/interventions/supports that address student post-secondary goal attainment
C.6 Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.	Does not inform students, staff, or parents about best practices related to developmental issues, barriers to learning, or risk factors OR demonstrates practice/skill ineffectively.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Provides students, staff, and parents with information, research, and best practices related to developmental issues, barriers to learning, and risk factors.	Develops/provides trainings that include best practices related to developmental issues, barriers to learning, and risk factors.

Domains & Indicators		Performance Levels/Criteria			
		Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
D. Learning Environment					
D.1 Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.	Does not interact with school personnel to promote and implement school-wide positive behavior supports OR poorly demonstrates the practice/skill required.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Interacts with school personnel to promote and implement school-wide positive behavior supports.	Interacts with school, district, parents, and community partners to sustain and promote effective system-wide programs/services that result in a healthy school climate.	
D.2 Collaborates with school personnel and students to foster student engagement (e-g., involvement, motivation, persistence, resilience, ownership).	Does not consult with school personnel to support and/or increase student engagement OR ineffectively demonstrates practice/skill required.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Consults with school staff and students to identify strengths and weaknesses as part of problem solving and intervention planning to increase student engagement.	Examines need and feasibility for systemic intervention to support and increase student engagement district-wide.	
D.3 Promotes safe school environments.	Fails to demonstrate OR ineffectively demonstrates understanding, advocacy, and implementation of services/programs that address risk and protective factors among students/staff.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Interacts with school personnel to promote and implement effective programs/services that result in a healthy and violence-free school climate (i.e., readiness, school failure, attendance, dropout, bullying, child abuse, youth suicide, school violence).	Interacts with learning community to enhance, support, and/or create safe and violence-free school climates through training and advancement of initiatives that relate to healthy and violence-free schools.	

Performance Levels/Criteria				
Domains & Indicators	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
D. Learning Environment				
D.4 Integrates relevant cultural issues and contexts that impact family-school partnerships.	Does not OR ineffectively demonstrates knowledge of cultural influences on students, teachers, communication styles, techniques, and practices.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Identifies relevant cultural issues and contexts that impact family-school partnerships and uses this knowledge as the basis for problem solving related to prevention and intervention.	Creates and promotes multicultural understanding and dialogue through training and information dissemination to examine the broader context of cultural issues that impact family-school partnerships.
D.5 Provides a continuum of crisis intervention services.	Does not OR ineffectively demonstrates skills related to collaboration for crisis intervention along the continuum of services.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Collaborates in crisis planning, prevention, response, and recovery and/or collaborates in implementing/evaluating programs.	Engages the learning community in strengthening crisis preparedness and response by organization, training, and information dissemination.

Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
E. Continuous Professional Development				
E.1 Engages in professional development activities consistent with his/her goals and those of the school.	Does not develop a personal professional growth plan with goals related to performance evaluation outcomes OR shows ineffective effort in this practice/skill.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Maintains plan for continuous professional growth and skill development aligned with performance evaluation outcomes and personal/professional goals.	Establishes continuous improvement strategy to identify and self-monitor areas for skill and professional growth based on performance outcomes.
E.2 Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice.	- Does not set professional goals. - Rarely participates in professional development or participates only when required or necessary for recertification.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	- Develops professional goals for continuous professional development. - Seeks opportunities to enhance knowledge and skills learned to the classroom. - Uses research to improve instruction.	- Sets meaningful short and long-term personal and professional goals relating to continuous professional development. - Actively pursues professional development and uses the gained knowledge and skills to promote student learning. - Makes substantial contributions to the profession through mentoring, research and/or training roles.