

## Student Support Specialist

### Professional Practices I: Planning and Preparation

The student support specialist:	<b>4 Highly Effective</b>	<b>3 Effective</b>	<b>2 Area for Growth</b>	<b>1 Does Not Meet Standards</b>
<b>A. Knowledge</b>	Is expert in the content area and up to date on authoritative research on child development and how students learn.	Knows the content well and has a good grasp of child development and how students learn.	Is somewhat familiar with the content and has a few ideas of ways students develop and learn.	Has little familiarity with the content and few ideas on how to teach it and how students learn.
<b>B. Plans and Goals</b>	<p>Has a detailed written plan for the year including goals based on student and school data, which are appropriate to the setting, students, and stakeholders.</p> <p>Evaluates the plan for completeness and effectiveness using multiple sources of evidence and makes data driven recommendations that are then used to develop department and individual action plans for improvement.</p>	<p>Has a plan for the year including goals that are appropriate to the setting, students, and stakeholders.</p> <p>Evaluates the plan for completeness and effectiveness using multiple sources of evidence and makes recommendations for continuous program development.</p>	<p>Has a plan for the year but may not have specific goals appropriate to the setting, students, and stakeholders.</p> <p>Evaluates the plan and makes recommendations for continuous program development.</p>	<p>Does not have a plan for the year or any goals for the program.</p> <p>Makes no recommendations for continuous program development.</p>
<b>C. Environment</b>	Uses room arrangement, materials and displays to engage students in program.	Organizes furniture, materials and displays to support program goals.	Organizes furniture and materials that support the program but displays that are only decorative in nature.	Furniture arrangement and materials are hard for students and parents to access and there are few, if any, displays that support program goals.

**Overall rating:\_\_\_\_\_ Comments:**

## Student Support Specialist

### Professional Practices II: Classroom Management

The student support specialist:	4 Highly Effective	3 Effective	2 Area for Growth	1 Does Not Meet Standards
<b>A. Expectations</b>	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and consequences.	Comes up with <i>ad hoc</i> rules and consequences as events unfold during the year.
<b>B. Relationships/ Respect</b>	Shows respect and fairness for all students and builds strong relationships.  Earns most students' respect and creates a climate in which disruption of learning is extremely rare and handled promptly and appropriately.	Is fair and respectful toward students and builds positive relationships.  Builds a culture of respect within the learning classroom.	Is fair and respectful toward most students and builds positive relationships with some.  Wins the respect of some students but there are regular disruptions in the classroom.	Is sometimes unfair and disrespectful to the class; plays favorites.  Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.
<b>C. Social-emotional</b>	Successfully develops positive interactions and social-emotional skills in students.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on the need for good behavior, and makes an example of inappropriate behavior in students.	Publicly berates students, blaming them for their inappropriate behavior.
<b>D. Routines and Efficiency</b>	Successfully instills class routines so that students maintain them throughout the year.  Uses coherence, lesson momentum and smooth transitions to get the most out of every minute.	Teaches routines and has students maintain them all year.  Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Tries to train students in class routines, but many of the routines are not maintained.  Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.	Does not teach routines and is constantly nagging, threatening, and punishing students.  Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.
<b>E. Responsibility</b>	Gets students to be self-disciplined, take responsibility for their actions, and have a strong sense of efficacy.	Develops students' self-discipline and teaches them to take responsibility for their own actions.	Attempts to foster self-discipline but few students take responsibility for their own actions.	Makes no attempt to foster self-discipline in students.
<b>F. Prevention</b>	Has a confident, dynamic presence and anticipates/diffuses virtually all problems before they escalate.	Has a confident, dynamic presence and anticipates/diffuses most problems before they escalate.	Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.

**Overall rating:\_\_\_\_\_ Comments:**

## Student Support Specialist

### Professional Practices III: Delivery of Service

The student support specialist:	<b>4 Highly Effective</b>	<b>3 Effective</b>	<b>2 Area for Growth</b>	<b>1 Does Not Meet Standards</b>
<b>A. Delivery Techniques</b>	Effectively uses an extensive range of techniques that address the academic, career, social-emotional, and community needs of students.	Uses a range of techniques that address the academic, career, social-emotional, and community needs of students.	Displays a narrow range of techniques that address student needs.	Has few techniques that address student needs
<b>B. Relationships/ Respect</b>	Shows respect and fairness for all students and builds strong relationships.  Creates a climate in which students feel safe.	Is fair and respectful toward students and builds positive relationships.  Builds a culture of mutual respect.	Is fair and respectful toward most students and builds positive relationships with some.  Is respected by some but not most students.	Is sometimes unfair and disrespectful to students and/or plays favorites.  Is not respected by students.
<b>C. Mindset</b>	Encourages students to be advocates, learn from mistakes and to be problem solvers.	Tells students it is okay to make mistakes; effective effort is the key.	Tells students that if they make mistakes they can learn from errors.	Communicates a "fixed" mindset about ability: some students have it, some don't.
<b>D. Consultation with All Staff</b>	Is proactive in collaborating with staff including providing pertinent/ necessary information about the student and advocating on their behalf.	Provides staff with pertinent/ necessary information regarding student progress and advocating as needed.	Provides minimal information to staff and does not seek out their support.	Has limited contact with staff and does not provide student information or provides inappropriate or unnecessary information.
<b>E. Responsive Services</b>	Uses an extensive range of evidence-based activities and identifies and shares resources that address the academic, career, social-emotional and community needs of students.	Uses a range of activities that address the academic, career, social-emotional and community needs of students.	Displays a narrow range of activities that address student needs.	Has no specific activities that address student needs.
<b>F. Classroom Curriculum (if applicable)</b>	Uses an extensive range of evidence-based curriculum in the classroom that address the academic, career, social-emotional and community needs of students.	Uses curriculum or classroom activities that address the academic, career, social-emotional and community needs of students.	Displays a narrow range of classroom activities that address student needs.	Has not been in the classroom or assisted in implementing specific classroom activities that address student needs.

**Overall rating: \_\_\_\_\_ Comments:**

## Student Support Specialist

### Professional Practices IV: Accountability

	<b>4 Highly Effective</b>	<b>3 Effective</b>	<b>2 Area for Growth</b>	<b>1 Does Not Meet Standards</b>
The student support specialist:				
<b>A. Analysis/ Reflection - School Data</b>	<p>Collaborates in a leadership capacity within system structures to implement data-based decisions school wide.</p> <p>Reflects with colleagues on the effectiveness of programs and practices and continuously works to improve them.</p>	<p>Initiates decision making based on effective school-wide data analysis.</p> <p>Reflects on the effectiveness of programs and practices and continuously works to improve them.</p>	<p>May look at school-wide data but doesn't use it to make program decisions.</p> <p>At the end of the semester or year, thinks about what might have been done better.</p>	<p>Does not know how to access or use school-wide data to make program decisions. Does not draw conclusions for the future when practices are unsuccessful.</p>
<b>B. Analysis of Individual Student Data</b>	<p>Develops a student's capacity through data and a personal relationship to anticipate his/her own needs and growth potential for the short and long term.</p>	<p>Helps students develop short-term self-advocacy skills through the understanding of individual data.</p>	<p>Does not help the student develop self-advocacy skills based on his/her personal data.</p>	<p>Does not integrate skills, knowledge, or individual student data to make decisions.</p>

**Overall rating:\_\_\_\_\_ Comments:**

## Student Support Specialist

### Professional Practices V: Family and Community Outreach

The student support specialist:	<b>4 Highly Effective</b>	<b>3 Effective</b>	<b>2 Area for Growth</b>	<b>1 Does Not Meet Standards</b>
<b>A. Respect</b>	Shows each parent an in-depth knowledge (e.g., academic, cultural, values, beliefs) of his/her child and a strong belief he/she will succeed academically, socially and emotionally.	Communicates respectfully with parents, is sensitive to cultural values, and is genuine in believing in each child's ability to succeed academically, socially and emotionally.	Tries to be sensitive to family culture and beliefs and communicates that he or she cares about the child, wanting the best for the child.	Is insensitive to family values or culture and does not communicate knowledge of the child or concern about his or her future.
<b>B. Communication and Outreach</b>	Is proactive in providing information to all families about the program and their student's academic, social and emotional progress through a variety of means.  Responds to parent concerns in a timely manner.	Provides thorough and accurate information to families about the program as a whole and about their student's academic, social and emotional progress.  Responds to parent concerns in a timely manner.	Provides limited though accurate information to families about the program as a whole and limited information about their student's academic, social and emotion progress.  Occasionally responds to parent concerns in a timely manner.	Provides no information to families either about the program as a whole or about individual student progress.  Rarely, if ever, responds to parent concerns in a timely manner.

**Overall rating:\_\_\_\_\_ Comments:**

## Student Support Specialist

### Professional Practices VI: Professional Responsibilities

The student support specialist:	4 Highly Effective	3 Effective	2 Area for Growth	1 Does Not Meet Standards
<b>A. Language</b>	In professional contexts, speaks and writes correctly, succinctly, and effectively.	Uses correct grammar, syntax, usage, and spelling in professional contexts.	Periodically makes errors in grammar, syntax, usage and/or spelling in professional contexts.	Frequently makes errors in grammar, syntax, usage, and/or spelling in professional contexts.
<b>B. Reliability</b>	Carries out assignments conscientiously and punctually, keeps accurate records, and is rarely late or absent unless there are extenuating circumstances.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records and is seldom late or absent unless there are extenuating circumstances.	Occasionally skips assignments, makes errors in records, misses paperwork deadlines and is late and/or absent.	Frequently skips assignments, makes errors in records, misses paperwork deadlines and is late and/or absent.
<b>C. Professionalism</b>	Presents self as an accomplished professional and observes appropriate boundaries.	Presents self with a professional demeanor and maintains appropriate boundaries.	Occasionally presents self in an unprofessional manner and/or violates boundaries.	Frequently presents self in an unprofessional manner and/or violates boundaries.
<b>D. Judgment</b>	Is ethical, honest, and forthright, uses good judgment, and respects confidentiality of colleagues, students and parents.	(Intentionally Left Blank If Effective, score of 4)	Sometimes uses questionable judgment, is less than completely honest, and/or discloses confidential information.	Is frequently unethical, dishonest, uses poor judgment, and/or discloses confidential information.
<b>E. Supporting School Culture and Community</b>	Is an active member of teams and committees and frequently contributes to school activities/initiatives.	Shares responsibilities and takes part in grade-level and school-wide activities/initiatives.	When asked, will serve on a committee and attend school-wide activities.	Declines invitations to serve on committees and attends few school-wide activities.
<b>F. Leadership and Contribution to School/District</b>	Provides leadership, valuable ideas and expertise that furthers school/district mission.	Is a positive team player and contributes ideas, expertise to school/district mission.	Follows others' lead but doesn't initiate ideas or provide leadership for school/district mission.	Routinely negates ideas and expertise of others.
<b>G. Collaboration</b>	Meets at least weekly with colleagues to review plans, share ideas, and analyze student and school data.	Collaborates with colleagues to review plans, share ideas, and look at student work.	Meets occasionally with colleagues to share ideas about students.	Meets infrequently with colleagues or conversations lack educational substance.
<b>H. Growth</b>	Seeks out best-practices, feedback, and suggestions, which are integrated into practice.  Active participant of professional workshops, study groups, reading and/or research to improve practice.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.  Seeks out effective ideas from supervisors, colleagues and other sources.	Keeps an eye out for new ideas to improve practice, but implementation is with mixed results.  Shows minimal interest in listening to feedback and suggestions.	Is not open to ideas for improving practice.  Is defensive and/or resistant to changing professional practices.

Overall rating: \_\_\_\_\_ Comments: