

# Behavior Specialists Announced Observation

## Domain 1: Planning and Preparation

### Behavior Specialists - HEPI - Component 1a

| Criteria  | Ineffective  | Partially Effective   | Effective  | Highly Effective  |
|---|--|---|--|---|
| <b>1a. Demonstrating knowledge of behavioral and educational theories, resources, and regulatory procedures in the delivery of school behavioral services</b> | Behavior Specialist demonstrates little or no knowledge of behavioral and educational theories, and school or community resources, and little or no compliance with regulatory procedures in the delivery of school behavioral services. | Behavior Specialist demonstrates limited knowledge of behavioral and educational theories, and school or community resources, and some compliance with regulatory procedures in the delivery of school behavioral services. | Behavior Specialist demonstrates thorough knowledge of behavioral and educational theories, and school and community resources, and compliance with regulatory procedures in the delivery of school behavioral services. | Behavior Specialist demonstrates extensive knowledge of Applied Behavior Analysis (ABA) and educational theories, and school and community resources, and consistent compliance with regulatory procedures in the delivery of school behavioral services. |
| <a href="#">Enter Notes and Evidence</a>  |  |   |  |   |
| <b>Rubric Score: 0/0</b>  |  |   |  |   |

### N/A Behavior Specialists Rubric - Component 1a

| Component | Insufficient Evidence       |
|-----------|-----------------------------|
| N/A       | <a href="#">Enter Notes</a> |

### Behavior Specialists - HEPI - Component 1b

| Criteria   | Ineffective   | Partially Effective  | Effective  | Highly Effective  |
|--|---|--|--|---|
| <b>1b. Demonstrating skills/knowledge of behavioral instruments, specific disabilities, and individual learning characteristics when determining assessments, procedures for conducting FBAs*, and designing/implementing evidence-based BIPs**</b><br><br>* Functional Behavioral Assessments<br>** Behavioral Intervention Plans | Behavior Specialist demonstrates little or no knowledge or understanding of the influence of specific disabilities as well as individual learning characteristics and evidence-based strategies when determining assessments and developing behavioral interventions. | Behavior Specialist demonstrates inconsistent knowledge and understanding of the influence of specific disabilities as well as individual learning characteristics and evidence-based strategies when determining assessments and developing behavioral interventions. | Behavior Specialist demonstrates strong knowledge and understanding of the influence of specific disabilities as well as individual learning characteristics and evidence-based strategies when determining assessments and developing behavioral interventions. | Behavior Specialist demonstrates extensive knowledge and understanding of the influence of specific disabilities as well as individual learning characteristics and evidence-based strategies when determining assessments and developing behavioral interventions. |
| <a href="#">Enter Notes and Evidence</a>   |   |  |  |   |
| <b>Rubric Score: 0/0</b>   |   |  |  |   |

### N/A Behavior Specialists Rubric - Component 1b

| Component | Insufficient Evidence       |
|-----------|-----------------------------|
| N/A       | <a href="#">Enter Notes</a> |

### Behavior Specialists - HEPI - Component 1c

| Criteria | Ineffective | Partially Effective | Effective | Highly Effective |
|----------|-------------|---------------------|-----------|------------------|
|          |             |                     |           |                  |

|  |   |   |   |   |
|--|---|---|---|---|
| <p><b>1c. Establishing goals for the instructional and behavioral support programs that are appropriate to the setting and the students served</b></p> | <p>Behavior Specialist has few or no defined goals and strategies for the implementation of individual Behavior Intervention Plans (BIPs) to promote learning, enhance the acquisition of replacement behaviors, and provide proactive strategies and responsive services to students, including family-school collaboration.</p> | <p>Behavior Specialist has limited goals and strategies for the implementation of individual Behavior Intervention Plans (BIPs) to promote learning, enhance the acquisition of replacement behaviors, and provide proactive strategies and responsive services to students, including family-school collaboration.</p> | <p>Behavior Specialist has defined goals and strategies for the implementation of individual Behavior Intervention Plans (BIPs) to promote learning, enhance the acquisition of replacement behaviors, and provide proactive strategies and responsive services to students, including family-school collaboration.</p> | <p>Behavior Specialist has clearly defined goals and strategies for the implementation of individual Behavior Intervention Plans (BIPs) to promote learning, enhance the acquisition of replacement behaviors, and provide proactive strategies and responsive services to students, including family-school collaboration.</p> |
| <p><a href="#">Enter Notes and Evidence</a></p>  |   |   |   |   |
| <p><b>Rubric Score: 0/0</b></p>  |   |   |   |   |

| N/A Behavior Specialists Rubric - Component 1c |                                    |
|--|------------------------------------|
| <b>Component</b>                               | <b>Insufficient Evidence</b>       |
| N/A  | <p><a href="#">Enter Notes</a></p> |

| Behavior Specialists - HEPI - Component 1d  |   |  |   |   |
|---|---|--|---|---|
| Criteria  | Ineffective   | Partially Effective  | Effective   | Highly Effective  |
| <p><b>1d. Demonstrating knowledge of resources both within and beyond the school and district as they apply to school practices</b></p> | <p>Behavior Specialist demonstrates little or no knowledge of resources available in the school or community.</p> | <p>Behavior Specialist displays limited knowledge of resources available in the school or community.</p> | <p>Behavior Specialist consistently displays knowledge of resources available in the school or community.</p> | <p>Behavior Specialist functions in a leadership role in providing knowledge of resources available in the school or community.</p> |
| <p><a href="#">Enter Notes and Evidence</a></p>   |   |  |   |   |
| <p><b>Rubric Score: 0/0</b></p>   |   |  |   |   |

| N/A Behavior Specialists Rubric - Component 1d |                                    |
|--|------------------------------------|
| <b>Component</b>                               | <b>Insufficient Evidence</b>       |
| N/A  | <p><a href="#">Enter Notes</a></p> |

| Behavior Specialists - HEPI - Component 1e   |  |   |  |  |
|--|--|---|--|--|
| Criteria   | Ineffective  | Partially Effective   | Effective  | Highly Effective   |
| <p><b>1e. Demonstrating the ability to collect, analyze, and interpret data as the foundation for designing effective practices at the individual and group levels</b></p> | <p>Behavior Specialist demonstrates no or little ability to collect, analyze, and interpret data in order to develop effective practices at the individual and group levels.</p> | <p>Behavior Specialist displays inconsistent skills in collecting, analyzing, and interpreting data in order to develop effective practices at the individual and group levels.</p> | <p>Behavior Specialist accurately and consistently demonstrates skills in collecting, analyzing, and interpreting data in order to develop effective practices at the individual and group levels.</p> | <p>Behavior Specialist demonstrates extensive skills in collecting, analyzing, and interpreting data in order to develop effective practices at the individual and group levels.</p> |
| <p><a href="#">Enter Notes and Evidence</a></p>  |  |   |  |  |
| <p><b>Rubric Score: 0/0</b></p>  |  |   |  |  |

| N/A Behavior Specialists Rubric - Component 1e |                                    |
|--|------------------------------------|
| <b>Component</b>                               | <b>Insufficient Evidence</b>       |
| N/A  | <p><a href="#">Enter Notes</a></p> |

| Behavior Specialists - HEPI - Component 1f |             |                     |           |                  |
|--|-------------|---------------------|-----------|------------------|
| Criteria                                   | Ineffective | Partially Effective | Effective | Highly Effective |
|  |             |                     |           |                  |

|  |  |   |   |  |
|--|--|---|---|--|
| <b>1f. Developing a plan to evaluate the behavioral and instructional support program(s)</b> | Behavior Specialist has no plan to effectively evaluate the progress monitoring of the goals and objectives and evidence, or resists suggestions that such an evaluation is important. | Behavior Specialist has a rudimentary plan to evaluate the progress monitoring of the goals and objectives and evidence related to behavioral and instructional support programs. | Behavior Specialist has an organized plan to evaluate the progress monitoring of the goals and objectives and evidence, including the review of data collection provided by staff to indicate the degree to which the goals and objectives have been met. | Behavior Specialist has a sophisticated plan to evaluate the progress monitoring of the goals and objectives using many sources of evidence, including the review of data collection provided by staff, and has a clear path toward improving the program on an ongoing basis. |
| <a href="#">Enter Notes and Evidence</a>   |  |   |   |  |
| <b>Rubric Score: 0/0</b>   |  |   |   |  |

| N/A Behavior Specialists Rubric - Component 1f |                              |
|--|------------------------------|
| <b>Component</b>                               | <b>Insufficient Evidence</b> |
| N/A  | <a href="#">Enter Notes</a>  |

### Domain 2: The Environment

| Behavior Specialists - HEPI - Component 2a                |  |   |  |  |
|---|--|---|--|--|
| Criteria  | Ineffective  | Partially Effective   | Effective  | Highly Effective   |
| <b>2a. Creating an environment of respect and rapport</b> | Behavior Specialist's interactions with staff and students are negative or inappropriate and ineffective toward addressing staff concerns and students' behavioral, social, and learning needs; students appear uncomfortable during service delivery. | Behavior Specialist's interactions with staff and students are a mix of positive and negative and are inconsistent in supporting staff concerns and students' behavioral, social, and learning needs; the Behavior Specialist's efforts at developing rapport are partially successful. | Behavior Specialist's interactions with staff and students are positive and respectful and consistently support staff concerns and students' behavioral, social, and learning needs. | Staff and students seek out the Behavior Specialist, reflecting a high degree of comfort and trust in the relationship and demonstrate the benefits derived from the behavioral, social, and learning supports provided through behavioral services. |
|   | <a href="#">Enter Notes and Evidence</a>   |   |  |  |
| <b>Rubric Score: 0/0</b>                                  |  |   |  |  |

| N/A Behavior Specialists Rubric - Component 2a |                              |
|--|------------------------------|
| <b>Component</b>                               | <b>Insufficient Evidence</b> |
| N/A  | <a href="#">Enter Notes</a>  |

| Behavior Specialists - HEPI - Component 2b |             |                     |           |                  |
|--|-------------|---------------------|-----------|------------------|
| Criteria                                   | Ineffective | Partially Effective | Effective | Highly Effective |
|  |             |                     |           |                  |

|  |  |  |  |  |
|--|--|--|--|--|
| <b>2b. Establishing a culture for learning</b> | Behavior Specialist's interactions with staff are characterized by a reactive and generally negative tone, with an absence of skill building in the behavioral strategies available to the teaching staff. | Behavior Specialist's interactions with staff are characterized by some willingness to provide recommendations for behavioral strategies but a failure to provide support for the implementation of those strategies and support for the teacher's growth in working with students' behavioral issues. | Behavior Specialist consults with staff in such a way as to reinforce inquiry into the function of behavior to determine effective, positive behavioral supports, and Behavior Specialist provides ongoing support for implementation. | Behavior Specialist has established a culture of professional inquiry in which decisions regarding behavior are based on the analysis of evidence, determining the function of behavior, establishing positive behavioral supports, and providing ongoing analysis of the impact of interventions. Over time, teachers with whom the Behavior Specialist has consulted initiate projects to be undertaken with the support of the Behavior Specialist. |
| <a href="#">Enter Notes and Evidence</a>       |  |  |  |  |
| <b>Rubric Score: 0/0</b>                       |  |  |  |  |

**N/A Behavior Specialists Rubric - Component 2b**

|                  |                              |
|------------------|------------------------------|
| <b>Component</b> | <b>Insufficient Evidence</b> |
| N/A              | <a href="#">Enter Notes</a>  |

**Behavior Specialists - HEPI - Component 2c**

| Criteria                                 | Ineffective   | Partially Effective  | Effective   | Highly Effective  |
|--|---|--|---|---|
| <b>2c. Managing classroom procedures</b> | Behavior Specialist provides negative or inefficient classroom management procedures to staff. Behavior Specialist does not individualize his/her consultations to reflect an analysis of unique classroom and/or behavioral circumstances. | Behavior Specialist provides inconsistent classroom management procedures to staff. Behavior Specialist does not individualize his/her consultations to reflect an analysis of unique classroom and/or behavioral circumstances. | Behavior Specialist provides consistent management procedures as well as methodologies to analyze the effectiveness of those procedures to staff, including positive behavioral supports that are individualized to reflect unique classroom and/or behavioral needs. | Behavior Specialist provides a broad range of knowledge regarding management procedures as well as methodologies to analyze the effectiveness of those procedures to staff, including positive behavioral supports that are individualized to reflect unique classroom and/or behavioral needs. |
| <a href="#">Enter Notes and Evidence</a> |   |  |   |   |
| <b>Rubric Score: 0/0</b>                 |   |  |   |   |

**N/A Behavior Specialists Rubric - Component 2c**

|                  |                              |
|------------------|------------------------------|
| <b>Component</b> | <b>Insufficient Evidence</b> |
| N/A              | <a href="#">Enter Notes</a>  |

**Behavior Specialists - HEPI - Component 2d**

| Criteria | Ineffective | Partially Effective | Effective | Highly Effective |
|----------|-------------|---------------------|-----------|------------------|
|          |             |                     |           |                  |

|                                      |   |   |   |  |
|--------------------------------------|---|---|---|--|
| <b>2d. Managing student behavior</b> | Behavior Specialist provides generic behavioral recommendations without first engaging in data collection and analysis. | Behavior Specialist provides generic behavioral recommendations with inconsistent collection of data and without regard to settings and skill levels of teachers, parents, and staff. | Behavior Specialist provides an individualized approach to analysis of student behavior based on ABA principles, with consistent collection of data, remaining mindful of school, community, and home settings and skill levels of those implementing the plan. | Behavior Specialist provides a highly individualized approach to analysis of student behavior based on ABA principles, with consistent collection of data, remaining mindful of school, community, and home settings and skill levels of those implementing the plan, as well as the impact of each of those on the behavior plan. |
|                                      | <u>Enter Notes and Evidence</u>   |   |   |  |
| <b>Rubric Score: 0/0</b>             |   |   |   |  |

| N/A Behavior Specialists Rubric - Component 2d |                              |
|--|------------------------------|
| <b>Component</b>                               | <b>Insufficient Evidence</b> |
| N/A  | <u>Enter Notes</u>           |

| Behavior Specialists - HEPI - Component 2e |  |  |  |   |
|--|--|--|--|---|
| Criteria                                   | Ineffective  | Partially Effective  | Effective  | Highly Effective  |
| <b>2e. Organizing time effectively</b>     | Behavior Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines for evaluations and meetings, not providing consultation based on a set schedule, and not completing paperwork in a timely manner. | Behavior Specialist's time-management skills are moderately developed. Behavior Specialist meets some deadlines for evaluations and meetings, seeing some staff for consultation and doing some student observation based on a set schedule, and completes most paperwork in an inconsistent manner. | Behavior Specialist exercises consistent time-management skills in setting priorities for staff consultation and student observation, resulting in clear schedules, meeting timelines for evaluating students, meeting all deadlines for paperwork completion, and efficiently preparing for student meetings on his/her caseload. | Behavior Specialist demonstrates excellent time-management skills in addressing priorities established for staff consultation and student observation through a clearly communicated and cohesive schedule, meeting all timelines for evaluating students and deadlines for completing paperwork, and preparing effectively and efficiently for student meetings on his/her caseload. |
| <u>Enter Notes and Evidence</u>            |  |  |  |   |
| <b>Rubric Score: 0/0</b>                   |  |  |  |   |

| N/A Behavior Specialists Rubric - Component 2e |                              |
|--|------------------------------|
| <b>Component</b>                               | <b>Insufficient Evidence</b> |
| N/A  | <u>Enter Notes</u>           |

### Domain 3: Delivery of Service

| Behavior Specialists - HEPI - Component 3a |             |                     |           |                  |
|--|-------------|---------------------|-----------|------------------|
| Criteria                                   | Ineffective | Partially Effective | Effective | Highly Effective |
|  |             |                     |           |                  |

|  |  |   |  |   |
|--|--|---|--|---|
| <p><b>3a. Using a collaborative consultation and problem-solving process when working with school staff, students, parents, administrators, and outside agencies</b></p> | <p>Behavior Specialist lacks the skills to use a collaborative consultation and problem-solving process when working with school staff, students, parents, administrators, and outside agencies, and fails to incorporate information and concerns when developing and adjusting behavioral plans.</p> | <p>Behavior Specialist attempts to use a collaborative consultation and problem-solving process when working with school staff, students, parents, administrators, and outside agencies, and inconsistently incorporates information and concerns when developing and adjusting behavioral plans.</p> | <p>Behavior Specialist consistently uses a collaborative consultation and problem-solving process when working with school staff, students, parents, administrators, and outside agencies, and incorporates information and concerns from others when developing and adjusting behavioral plans.</p> | <p>Behavior Specialist is highly skilled in collaborative consultation, making a substantial contribution during the problem-solving process by engaging participants, sharing skills and knowledge, and incorporating information beyond the typical resources when developing and adjusting behavioral plans.</p> |
| <p><a href="#">Enter Notes and Evidence</a></p>  |  |   |  |   |
| <p><b>Rubric Score: 0/0</b></p>  |  |   |  |   |

| N/A Behavior Specialists Rubric - Component 3a |                                    |
|--|------------------------------------|
| <b>Component</b>                               | <b>Insufficient Evidence</b>       |
| N/A  | <p><a href="#">Enter Notes</a></p> |

| Behavior Specialists - HEPI - Component 3b                      |   |   |   |   |
|---|---|---|---|---|
| Criteria  | Ineffective   | Partially Effective   | Effective   | Highly Effective  |
| <p><b>3b. Demonstrating leadership during team meetings</b></p> | <p>Behavior Specialist lacks the skills necessary to assume leadership of the school team, resulting in minimal contribution to the organization, mediation, and facilitation of the process.</p> | <p>Behavior Specialist employs limited skills in the following areas: facilitation of meetings, mediation, organization of materials and data, and demonstration of a focus on solution-based outcomes.</p> | <p>Behavior Specialist assumes leadership of the school team, takes initiative in organizing materials and data for meetings, and mediates conflicts as a solution-focused facilitator.</p> | <p>Behavior Specialist assumes leadership of the school team, takes initiative in organizing materials and data for meetings, and mediates conflicts in a drive to reach consensus as a solution-oriented leader.</p> |
| <p><a href="#">Enter Notes and Evidence</a></p>                 |   |   |   |   |
| <p><b>Rubric Score: 0/0</b></p>                                 |   |   |   |   |

| N/A Behavior Specialists Rubric - Component 3b |                                    |
|--|------------------------------------|
| <b>Component</b>                               | <b>Insufficient Evidence</b>       |
| N/A  | <p><a href="#">Enter Notes</a></p> |

| Behavior Specialists - HEPI - Component 3c  |  |  |   |   |
|---|--|--|---|---|
| Criteria  | Ineffective  | Partially Effective  | Effective   | Highly Effective  |
| <p><b>3c. Using assessment data to develop and implement evidence-based academic and social/behavioral services, and interventions that are intended to improve student performance</b></p> | <p>Behavior Specialist fails to use assessment data or uses data incorrectly to develop and implement interventions for academic and social/behavioral services.</p> | <p>Behavior Specialist displays limited skills in evaluating and analyzing assessment data and provides some strategies when assisting in the development of intervention plans.</p> | <p>Behavior Specialist displays strong skills in evaluating and analyzing assessment data and has the ability to develop creative strategies with behavioral momentum when assisting in the development of intervention plans for students.</p> | <p>Behavior Specialist effectively utilizes data in the development of comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements that ensure the inclusion of student self-management strategies.</p> |
| <p><a href="#">Enter Notes and Evidence</a></p>   |  |  |   |   |
| <p><b>Rubric Score: 0/0</b></p>   |  |  |   |   |

| N/A Behavior Specialists Rubric - Component 3c |                                    |
|--|------------------------------------|
| <b>Component</b>                               | <b>Insufficient Evidence</b>       |
| N/A  | <p><a href="#">Enter Notes</a></p> |

**Behavior Specialists - HEPI - Component 3d**

| Criteria  | Ineffective  | Partially Effective  | Effective   | Highly Effective  |
|---|--|--|---|---|
| <b>3d. Collaborating with stakeholders to monitor data collection and data analysis in order to adjust academic and social/behavioral intervention plans and services</b> | Behavior Specialist fails to collaborate with stakeholders to monitor data collection and data analysis and adjust intervention plans. | Behavior Specialist displays limited skills when working with stakeholders to monitor data collection and data analysis and adjust intervention plans. | Behavior Specialist works collaboratively with stakeholders to monitor data collection and data analysis and adjust intervention plans based on outcomes. | Behavior Specialist works collaboratively with stakeholders to monitor and adjust comprehensive intervention plans for students, finding ways to creatively meet student needs and incorporate many related elements, including student self-management strategies. |
| <a href="#">Enter Notes and Evidence</a>  |  |  |   |   |
| <b>Rubric Score: 0/0</b>  |  |  |   |   |

**N/A Behavior Specialists Rubric - Component 3d**

| Component                   | Insufficient Evidence |
|-----------------------------|-----------------------|
| N/A                         |                       |
| <a href="#">Enter Notes</a> |                       |

**Behavior Specialists - HEPI - Component 3e**

| Criteria  | Ineffective   | Partially Effective   | Effective   | Highly Effective   |
|---|---|---|---|--|
| <b>3e. Demonstrating flexibility and responsiveness</b> | Behavior Specialist fails to monitor and improve the BIP and does not adjust the plan as data and circumstances demand. | Behavior Specialist displays limited skills in monitoring and improving the BIP and in adjusting the plan as data and circumstances demand. | Behavior Specialist consistently works collaboratively to monitor and improve the BIP and make changes as needed in response to school circumstances and student, parent, or teacher/staff input. | Behavior Specialist continually demonstrates ways to improve the BIP and make changes as needed in response to school circumstances and student, parent, or teacher/staff input. |
| <a href="#">Enter Notes and Evidence</a>                |   |   |   |  |
| <b>Rubric Score: 0/0</b>                                |   |   |   |  |

**N/A Behavior Specialists Rubric - Component 3e**

| Component                   | Insufficient Evidence |
|-----------------------------|-----------------------|
| N/A                         |                       |
| <a href="#">Enter Notes</a> |                       |

**Domain 4: Professional Responsibilities**

**Behavior Specialists - HEPI - Component 4a**

| Criteria  | Ineffective   | Partially Effective  | Effective  | Highly Effective  |
|---|---|--|--|---|
| <b>4a. Demonstrating the ability to handle confidential materials and records appropriately</b> | Behavior Specialist's records are in disarray; they may be missing, illegible, or stored in an insecure location. | Behavior Specialist's records are disorganized but are accurate and legible and are stored in a secure location. | Behavior Specialist's records are accurate and legible, well organized, and stored in a secure location. | Behavior Specialist's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional. |
| <a href="#">Enter Notes</a>   |   |  |  |   |
| <b>Rubric Score: 0/0</b>  |   |  |  |   |

**N/A Behavior Specialists Rubric - Component 4a**

| Component                   | Insufficient Evidence |
|-----------------------------|-----------------------|
| N/A                         |                       |
| <a href="#">Enter Notes</a> |                       |

**Areas of Strength:**

**Areas of Growth:**

**Recommendations:**

**Additional Comments:**

