Paterson Public Schools

Social-Emotional Learning (SEL) Interventionist
Practice Rubric

Professional Educator Performance Standards

1. **Program planning, preparation & management (x2)**

   ❖ **Special Service Providers plan for quality service using a comprehensive approach.**

2. **Data Informed Decision Making (x2)**

   ❖ **Special Service Providers use multiple sources of data to inform their decision making.**

3. **Delivery of Services (x3)**

   ❖ **Special Service Providers deliver quality services.**

4. **Prevention, Interventions, Education/Instruction (x3)**

   ❖ **Special Service Providers increase the probability of advancing student & staff growth and achievement.**

5. **Contributions to the Learning Environment (x2)**

   ❖ **Special Service Providers make contributions to the learning environment, supporting a culture that is conducive to student and adult well-being and learning.**

6. **Leadership (x2)**

   ❖ **Special Service Providers have a responsibility for professional growth and positive leadership.**

7. **Professional Responsibilities (x1)**
   ❖ **Special Service Providers have a responsibility to the professional, district, parents, students, and the public.**

PERFORMANCE STANDARD #1: PROGRAM PLANNING, PREPARATION AND MANAGEMENT

Special Service Providers plan for quality service using a comprehensive approach.

Service and Support *The SEL Team member should know and be able to:*		Level of Performance The Social Emotional Learning (Instructional Specialist/Interventionist) performing at this level:				Evidence
		Unsatisfactory	*Progressing*	*Proficient*	*Exemplary*	*Evidence*
1a.	Incorporate knowledge of SEL Competencies. 1. Self-Awareness 2. Self-Management 3. Responsible Decision Making 4. Relationship Skills 5. Social Awareness	SEL Team Member is minimally aware of SEL competencies but does not know how to integrate them into their practice.	SEL Team Member inconsistently integrates SEL into session plans for most students and/or staff.	SEL Team Member integrates SEL into session plans for all students and/or staff most of the time.	SEL Team Member consistently integrates the latest knowledge, skills and pedagogy into session plans for all students and/or staff. Consistently demonstrates a wide range of competencies on how to seamlessly align content and behavioral strategies into their practice daily.	● Lesson plans ● PowerPoint Presentations ● Toolbox of resources in Google Drive ● Monthly Report ● Survey data ● Student sign in sheets ● Electronic Platform usage ● Professional Learning Community (PLC)/Grade Level Meeting (GLM) ● Facilitate PD Sessions ● Disaggregate data from student surveys ● Feedback summary
1b.	Demonstrate knowledge of child and adolescent development.	Displays little or no knowledge of child and adolescent development.	Displays moderate knowledge of child and adolescent development.	Understands the typical and atypical developmental characteristics of the age group as it applies to learning and essential life skills acquisition. Applies this knowledge in routine SEL activities.	Understands child and adolescent development as it applies to learning *and* essential life skills and SEL acquisition. Uses this knowledge in designing student and staff interventions, small group work and SEL activities.	

1c.	**Establish goals for the SEL program to support student learning.**	Has no clear goals for the SEL program or they do not support students or the staff.	Outlines goals for the SEL program that are rudimentary and occasionally focus on student and/or staff learning.	Establishes goals for the SEL program that are clear with outcomes intended to positively impact student and/or staff learning.	Establishes goals for the SEL program that are clear, well developed with evidence demonstrating a positive impact on student and/or staff learning.
1d.	**Establish session goals or meeting outcomes.**	Inconsistently communicates session goals or meeting outcomes and/or the purposes may be inappropriate for the student, staff or situation.	Communicates in a timely manner the goals they want to accomplish by the end of the session or meeting, although it may be unclear to others.	Consistently communicates clear goals appropriate to the situation when working with students or staff. Outcomes for meetings are stated in advance.	Effectively communicates students' and/or staff members' understanding of the goals and purpose of each session or evaluation. Session outcomes are clarified in advance and participants know what is expected of them.
1e.	**Plan interventions, accommodations & modifications to maximize likelihood of student & staff success.**	Unaware of the needs of students and/or staff based on data. Makes no suggestions for interventions for students and/or staff with individual needs.	Communicates individual or group needs of students and/or staff to appropriate school personnel. Makes minimal suggestions for interventions based on data. Provides minimal monitoring and/or follow-up of interventions.	Demonstrates knowledge of child and adolescent cognitive development and applies this knowledge in developing effective interventions to promote learning to students or as resources and learning for staff.	Applies knowledge of cognitive child and adolescent development and uses pertinent achievement data to help develop interventions linking the students' and staffs' individual and/or group learning needs with the most appropriate intervention strategy.

Standard #1 Overall Score	☐ Unsatisfactory	☐ Progressing I	☐ Progressing II	☐ Proficient I	☐ Proficient II	☐ Proficient III	☐ Exemplary

Comments:

PERFORMANCE STANDARD #2: DATA INFORMED DECISION MAKING

Special Service Providers use multiple sources of data to inform their decision making.

Service and Support	Level of Performance The *Social Emotional Learning (Instructional Specialist/Interventionist)* performing at this level:				
The SEL Team Member should know and be able to:	*Unsatisfactory*	*Progressing*	*Proficient*	*Exemplary*	*Evidence*
2a. **Use a variety of instruments to gather information on a student's strengths, needs and preferences.**	Lacks the skills to determine specific procedures to be used to determine the Social Emotional needs and lessons of students and teachers. Uses instruments that are outdated or with poor reliability or validity. Fails to interpret results accurately.	Developing the skills to determine the appropriate assessment procedures to be used with working to understand the unique needs of students and teachers. Has a basic understanding of various instruments that can improve the ability to provide adequate support for students and staff.	Effectively uses the information gathered from a variety of instruments on student and teacher strengths, needs, and preferences; such as personality, interest, and/or learning style, observations, feedback documents, and survey collection from students and/or staff.	Works collaboratively as part of an interdisciplinary team examining results from a variety of instruments on student strengths, needs and preferences. May have specialized expertise in using behavior rating scales, facilitation strategies, observation protocols and promoting climate & culture.	• Monthly Report • Survey data • Electronic Platform(s) • SIS (Student Information System) • SIR Reports • SSDS Reports • Harassment Imitation and Bullying (HIB) Reports • District Goals • School-based Goals • Feedback summary • Report Outs
2b. **Analyze and use results from multiple sources or assessments in decision making.**	Shows minimal effort to collect data and integrate assessment results to influence planning and interventions available in the school for students and staff.	Attempts to collect data and integrate assessment results to influence planning and interventions available in the school for students and staff.	Often collects data and integrates assessment results to influence planning and interventions available in the school for students and staff.	Continually collects data and integrates assessment results to influence planning and interventions available in the school for students and staff.	

		Poorly communicates survey results and observations (records of student data) to a variety of audiences (parents, students, staff and community) in a useful, sensitive and culturally responsive manner.	Inconsistently communicates survey results and observations (records of student data) to a variety of audiences (parents, students, staff and community) in a useful, sensitive and culturally responsive manner.	Adequately communicates survey results and observations (records of student data) to a variety of audiences (parents, students, staff and community) in a useful, sensitive and culturally responsive manner.	Effectively communicates survey results and observations (records of student data) to a variety of audiences (parents, students, staff and community) in a useful, sensitive and culturally responsive manner.	
2c.	**Provide appropriate feedback.**					
2d.	**Utilize technology to gather data and enhance the learning environment.**	Use of available technology is not evident. Unaware of how to access or use electronic data management systems to store and retrieve student information and assist staff.	Demonstrates some technology skills that support service delivery. Has a working knowledge of how to access student information, achievement results, student plans and is able to generate reports and assist staff.	Uses computer programs that assist with the effectiveness of service delivery. Uses district electronic data management tools to access student information, student plans, achievement results and to generate reports and assist staff.	Assumes an active leadership role by instructing others on the use of computer programs that promote effectiveness and efficiency in service delivery. Uses district electronic data management tools proficiently to create reports and analyze progress-monitoring data.	

Standard #2 Overall Score	☐ **Unsatisfactory**	☐ **Progressing I**	☐ **Progressing II**	☐ **Proficient I**	☐ **Proficient II**	☐ **Proficient III**	☐ **Exemplary**

Comments:

PERFORMANCE STANDARD #3: DELIVERY OF SERVICES

Special Service Providers deliver quality service.

Service and Support		Level of Performance The *Social Emotional Learning (Instructional Specialist/Interventionist)* performing at this level:				
The SEL Team Member should know and be able to:		*Unsatisfactory*	*Progressing*	*Proficient*	*Exemplary*	*Evidence*
3a.	Use a variety of materials, methods and strategies to remove barriers to learning.	Rarely assists students and staff in fostering the knowledge, skills, and attitudes across the five areas of social and emotional competencies.	Adequately assists students and staff in fostering the knowledge, skills, and attitudes across the five areas of social and emotional competencies.	Effectively assists students and staff in fostering the knowledge, skills, and attitudes across the five areas of social and emotional competencies.	Proactively assists students and staff in fostering the knowledge, skills, and attitudes across the five areas of social and emotional competencies.	● Staff feedback forms ● Resources list ● Classroom lessons ● Professional Learning Community (PLC) action items outcomes ● Grade Level Meeting (GLM) action items outcomes ● Artifacts of facilitated professional development sessions ● Agenda/ Follow-up Action items ● Webinars ● Professional Development ● District Strategic Plan ● District/School Directories ● Business/industry and/or community partnerships ● Calendars
3b.	Use counseling and/or coaching techniques in individual, group and classroom settings.	Have ineffective counseling and coaching techniques to help students and staff acquire skills in decision-making, problem solving and goal setting for increased instruction and learning goals.	Displays a limited repertoire of counseling and coaching techniques to help students and staff acquire skills in decision-making, problem solving and goal setting for increased instruction and learning goals.	Effectively applies counseling and coaching techniques to help students and staff acquire skills in decision-making, problem solving and goal setting for increased instruction and learning goals.	Highly skilled with depth and range of effective counseling and coaching techniques to help students and staff acquire skills in decision-making, self-awareness, problem solving and goal setting for increased instruction and learning goals.	

3c.	**Design and deliver district adopted program, resources and services.**	Plans lessons and activities that have no clearly defined structure, or structure is unorganized and lacks intention. Planning is inadequate. Lessons are unfocused and/or consistently limit student/staff engagement.	Plans lessons and activities that have a recognizable structure, although the structure is not uniformly maintained throughout. Progression of skills is uneven, with minimal consideration given to the students' developmental age. There is not a general plan for the delivery of services that align with school and or student/staff needs. Lessons are loosely tied to SEL concepts and objectives.	Designs and delivers lessons or activities that have a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocation. Lessons and activities are planned in accordance to district and school goals. Lessons are designed to teach SEL competencies thoroughly, with time for follow-up. Lessons are designed to maximize productive time and engage student thinking and staff reflection.	Designs and delivers lessons and activities that have a clearly defined structure that allows for different pathways according to diverse student and staff needs. The progression of activities is highly coherent. Lessons and activities are fully planned with explicit attention to detail. Lessons and activities are structured around concepts and objectives and the relevancy of SEL is clear to students and staff.	• Report Outs • BOE/District Standard Operating Procedures (SOPs)
3d.	**Ensure sessions or meetings are focused and productive while promoting active participation.**	Does not assume responsibility for ensuring that sessions or meetings are both focused and productive.	Is working on improving facilitation skills to ensure that sessions and meetings are both focused and productive.	Frequently monitors the success of the session or meeting against the intended outcomes. Able to facilitate sessions or meetings that are generally focused, productive and encouraging of active participation.	Consistently seeks input from participants when monitoring the success of the session or meeting and the intended outcomes. Facilitation skills promote active participation during focused and productive sessions or meetings	
3e.	**Access building, district and community resources.**	Displays little or no knowledge of building, district and community resources or resources are mismatched with the findings of the identified needs.	Has knowledge of and accesses building and district resources for students and staff.	Has knowledge of building, district and community resources. Connects students and staff with resources in a timely manner and does appropriate follow-up.	Has extensive knowledge of existing building, district and community resources and develops additional resources, which are used to advance educational equity and excellence through authentic school/family/community partnerships.	

| 3f. | Implement and evaluate a yearly program. | Does not implement and/or follow the departmental calendar for SEL services/activities. Inconsistently creates SEL lessons and activities for students or staff. Services/activities are not based on need or are evaluated for effectiveness. | Occasionally implements and follows departmental calendar for SEL services/activities, SEL lessons and activities for students or staff. Makes modest recommendations for change within the SEL Department when data indicates ineffectiveness. | Consistently implements and follows departmental calendar. Consistently creates SEL lessons and activities for students or staff which reflect the knowledge, skills, and attitudes to develop healthy identities. Makes impactful recommendations for the SEL Department in response to program evaluation data. | Effectively and consistently implements and/or follows the departmental calendar, BOE/district guidelines, implements and SEL lessons and activities which reflect the knowledge, skills, and attitudes to develop healthy identities. Continually seeks ways to improve the SEL Department and makes targeted and relevant recommendations for change in response to program evaluation data. | |

Standard #3 Overall Score	☐ Unsatisfactory	☐ Progressing I	☐ Progressing II	☐ Proficient I	☐ Proficient II	☐ Proficient III	☐ Exemplary

Comments:

PERFORMANCE STANDARD #4: PREVENTION, INTERVENTIONS, EDUCATION/INSTRUCTION

Special Service Providers increase the probability of advancing student & staff growth and achievement.

Service and Support		Level of Performance — The *Social Emotional Learning (Instructional Specialist/Interventionist)* performing at this level:				Evidence
The SEL Team Member should know and be able to:		*Unsatisfactory*	*Progressing*	*Proficient*	*Exemplary*	*Evidence*
4a.	**Gather and collect multiple sources of data to determine program goals.**	Does not consider possible academic, behavioral, and social/emotional interventions/supports for students or growth for staff. Has no clear goals or the goals are inappropriate for either the situation or the age of the student(s).	Sometimes considers possible academic, behavioral, and social/emotional interventions/ supports but inconsistently aligns supports to the specific needs of students. Goals are rudimentary and only partially suitable for the situation and the age of the student(s).	Considers possible evidence-based academic, behavioral, and social/emotional interventions/supports that target the specific needs of students. Goals are clear and appropriate within the context of the educational setting and for the age/ developmental level of the student(s).	Thoroughly considers multiple sources of data to inform decision making: academic, behavioral, and social/emotional interventions/ supports that target the specific needs of students and/or staff and are connected to building/district goals. Goals are highly appropriate and personalized based upon multiple factors within the context of the educational setting and for the age/ developmental level of the student(s).	● Monthly Report ● Survey data ● Electronic Platform(s) ● District Goals ● School-based Goals ● Feedback summary ● Report Outs ● After Action Reviews ● Lesson Plans ● PLC/GLM Facilitation ● Whole group counseling ● PGO's ● Small Group Counseling ● Individual Counseling ● Guest speakers ● Assembly programs ● Self-reflection tool
4b.	**Explicit SEL Instruction.**	SEL Team Member does not provide explicit opportunities for students or staff to practice social and emotional skills.	SEL Team Member provides some opportunities for students or staff to practice social and emotional skills in ways that are mostly developmentally	SEL Team Member provides coordinated, developmentally appropriate and culturally responsive instruction to foster social and emotional skills amongst students and staff.	SEL Team Member regularly provides coordinated, developmentally appropriate and culturally responsive instruction to foster social and emotional skills	

			appropriate and culturally responsive. Student and staff instruction targets specific social and emotional skills, but learning is somewhat passive.	Instruction mostly employs active forms of learning, and contains activities that clearly emphasize SEL competencies such as self-awareness, self-management, social awareness, relationship skills and responsible decision making.	development amongst staff and students. Instruction consistently employs active forms of learning, containing activities that clearly emphasize SEL competencies such as self-awareness, self-management, social awareness, relationship skills and responsible decision making.	
4c.	**Recommend, implement or monitor appropriate interventions and/or coaching for students & staff with social, emotional & behavioral needs.**	Unaware of social, emotional and/or behavioral needs of students and/or staff. Makes no suggestions for social, emotional and/or behavioral interventions for students & staff with individual needs (e.g. behavior support plans, planning and/or organizational skills, self-monitoring).	Communicates individual social, emotional and/or behavioral needs of students and/or staff to appropriate school personnel. Makes minimal suggestions for social, emotional and/or behavioral interventions based on data. Provides minimal monitoring and/or follow-up of social, emotional, behavioral interventions based on data.	Assists in planning, implementing and monitoring effective SEL programs based on data. Develops research based social, emotional and/or behavioral interventions that are adapted to individual needs. Uses data to evaluate and monitor interventions to determine effectiveness, need for modification, or need for redevelopment. Assists in the design and delivery of access skills that support learning such as self-regulation, self-monitoring, time management, planning and/or organizational skills and making appropriate choices.	Works collaboratively with other professionals to develop and implement SEL that demonstrate the use of alternative approaches to student discipline, comprehensive and behavioral approaches to classroom management, and awareness of classroom climate.	
4d.	**SEL and Diversity, Equity, and Inclusion**	SEL Team Member does not consider culturally and linguistically proficient pedagogical practices when planning for SEL.	SEL Team Member sometimes integrates SEL in classrooms and/or staff settings without considering culturally and linguistically proficient pedagogical practices.	SEL Team Member usually integrates SEL in classrooms and/or staff settings using culturally and linguistically proficient pedagogical practices.	SEL Team Member consistently integrates SEL in classrooms and/or staff settings using culturally and linguistically proficient pedagogical practices.	

				Curricular choices often reflect the value of all learners and cultural and linguistic diversity.	Curricular choices consistently reflect the value of all learners and cultural and linguistic diversity.	
4e.	**Participate as a member of a school or district wide SEL team**	Lack of collaboration with school personnel, district staff in order to identify school-wide and district-wide interventions, goals, initiatives and direct services.	Seldom collaborates with school personnel, district staff in order to identify school-wide and district-wide interventions, goals, initiatives and direct services.	Frequently collaborates with school personnel, district staff in order to identify school-wide and district-wide interventions, goals, initiatives and direct services.	Initiates collaborations with school personnel, district staff in order to identify school-wide and district-wide interventions, goals, trends, patterns, initiatives and direct services.	

Standard #4 Overall Score	☐ **Unsatisfactory**	☐ **Progressing I**	☐ **Progressing II**	☐ **Proficient I**	☐ **Proficient II**	☐ **Proficient III**	☐ **Exemplary**

Comments:

PERFORMANCE STANDARD #5: CONTRIBUTIONS TO THE LEARNING ENVIRONMENT

Special Service Providers make contributions to the learning environment, supporting a culture that is conducive to student well-being and learning.

Service and Support The SEL Team Member should know and be able to:	Level of Performance The *Social Emotional Learning (Instructional Specialist/Interventionist)* performing at this level:				Evidence
	Unsatisfactory	**Progressing**	**Proficient**	**Exemplary**	**Evidence**
5a. **Create a supportive, culturally responsive environment.**	There is not yet evidence for use of strategies to help students and staff get to know one another, cultivate a sense of interdependence, or practice using their social and emotional competencies.	SEL Team member attempts, with uneven results, to use strategies and activities to help students and staff get to know one another, cultivate a sense of interdependence, or practice using their social and emotional competencies.	SEL team member effectively uses strategies and activities to help students and staff get to know one another, cultivate a sense of interdependence, and practice using their social and emotional competencies. Students are respectful and friendly to each other.	SEL team members effectively use strategies and activities to help students, staff and community get to know one another, cultivate a sense of interdependence, and practice using their social and emotional competencies. Students take an active role in supporting their peers, and there is a strong sense of inclusivity.	• Monthly Report • Survey data • District Goals • School-based Goals • Feedback summary • Report Outs • Lesson Plans • PLC/GLM Facilitation • Whole group counseling • PGO's • Small Group Counseling • Individual Counseling • Guest speakers • Assembly program • Self-reflection tool
5b. **Model positive and respectful rapport.**	Demonstrates little to no appreciation of the students and/or staff as individuals and, at times, embarrasses and/or devalues the audience through words or actions.	Shows an awareness of student and/or staff individuality and the need to dignify the students' and/or staffs' behaviors and responses, but lacks skill in strongly supporting and honoring them. Rapport is impersonal.	Recognizes student and/or staff individuality and the dignity of each student and/or staff member are consistently maintained. SEL Team member interactions are positive and respectful rapport is demonstrated.	Encourages student and/or staff individuality and the dignity of each is consistently maintained and honored. SEL Team Member interactions consistently demonstrate positive and respectful rapport.	

5c.	**Respect diversity among others.**	Demonstrates a lack of respect for diversity among others. Demonstrates lack of sensitivity to the individual needs of others. Allows student and/or staff interactions characterized by conflict, sarcasm or put-downs.	Seldom models curiosity, fairness, honesty and respect for diverse opinions and populations. Efforts to address the needs of a diverse school community with students and staff are minimally effective.	Demonstrates tolerance of others' values and viewpoints. Shows concern, respect and sensitivity for the needs of all staff, students and their families, including those from diverse cultural and linguistic backgrounds. Implements a plan to teach students and staff respect for diversity.	Demonstrations of genuine caring and respect for diversity both as individuals and as students, and members of the community are expected, taught and intentionally reinforced by the SEL Team Member. Takes the lead and/or participates in professional development on diverse student and community needs. Initiates programs for diverse students.
5d.	**Promote student and/or staff collaboration and leadership.**	Generally, uses a one-dimensional approach to engage students and/or staff. Student and/or staff collaboration is not promoted. SEL Team Member has limited or frequently negative interactions with students and/or staff.	Uses a few strategies to engage students and/or staff in collaborative activities that promote communication of students within the activity. SEL Team Member has mostly neutral interactions with students and staff. At times, feedback around norms is negatively framed.	Engages all students and/or staff in collaborative activities that promote communication and group responsibility to the community. SEL Team Member has mostly positive interactions with students and/or staff. Feedback around norms is shared in a way that respects students' and/or staffs' dignity.	Facilitates the conditions under which students and/or staff demonstrate strategies for collaboratively solving problems and initiating leadership for decision making in the school community. SEL Team Member engages regularly in positive and encouraging interactions with students and/or staff. SEL Team Member

					demonstrates knowledge of students and/or staff on a personal level. Feedback around norms is shared in a way that respects students' and/or staffs' dignity.	
5e.	**Established routines and procedures.**	Routines and procedures are unclear or chaotic. School, district and departmental routines and procedures are not followed.	Some school, district and/or departmental routines and procedures are present but may be followed inconsistently OR overly restrict students' and or staffs' opportunities to practice SEL competencies.	Consistent and predictable routines and procedures contribute to a sense of safety and provide students with opportunities to practice social and emotional competencies.	Consistent and predictable routines and procedures contribute to a sense of safety, belonging and promote social and emotional learning. Students and staff help to design and lead routines and procedures (as developmentally appropriate).	

Standard #5 Overall Score	☐ Unsatisfactory	☐ Progressing I	☐ Progressing II	☐ Proficient I	☐ Proficient II	☐ Proficient III	☐ Exemplary

Comments:

PERFORMANCE STANDARD #6: LEADERSHIP

Special Service Providers have a responsibility for professional growth and positive leadership.

Professional Responsibilities		Level of Performance The *Social Emotional Learning (Instructional Specialist/Interventionist)* performing at this level:				Evidence
The SEL Team Member should know and be able to:		*Unsatisfactory*	*Progressing*	*Proficient*	*Exemplary*	*Evidence*
6a.	**Understand their role and responsibility in implementing the District, Department, and/or Building Action Plan.**	Allows others to fulfill the goals and priorities outlined in the District, Department and/or Building Action Plan. Writes individual, measurable goals as required.	Works collaboratively with leadership to fulfill the goals and priorities outlined in the District, Department and/or Building Action Plan. Develops individual, measurable goals that align with the department action plan.	Fully participates in collaboratively fulfilling the goals and priorities outlined in the District, Department and/or Building Action Plan. Establishes individual, measurable goals that align with the department action plan and monitors own progress in reaching these goals.	Takes an active leadership role in collaboratively fulfilling the goals and priorities outlined in the District, Department and/or Building Action Plan. Establishes individual, measurable goals that align with the department action plan and monitors own progress in reaching these goals.	• Professional Development Plan • Program Growth Objective (PGOs) • Departmental Objectives • Continuing Education • Additional certifications or licensure
6b.	**Promote the concept of Professional Learning Communities through purposeful involvement.**	Works in isolation with little evidence of collaboration with colleagues to implement the concepts of PLC's.	Demonstrates some skills in collaborating with others to gather relevant data, design and carry out intervention strategies. Requires additional skill development and practice for effectively implementing the concepts of PLC's.	Actively participates in a PLC to analyze relevant data to remove barriers to instruction, implement and monitor effectiveness of intervention strategies and intentionally seeks to improve the effectiveness of the PLC team.	Assumes a leadership role for the effective implementation of PLC teams within the department. Demonstrates a willingness to share best practice strategies with others through modeling or training. Engages in reflective practices that result in improvement of PLC effectiveness.	

6c.	**Continue professional growth .**	Does not engage in professional development activities other than for licensure renewal. Makes no effort to share knowledge with others or to contribute productively to school outcomes.	Participates in professional development opportunities to gain new skills. Seeks to improve delivery practices. Supports others in leadership roles.	Seeks new professional development opportunities that challenge self to grow professionally. Actively reflects on improving teaching practices and setting new goals. Finds ways to share best practice strategies with others, may even serve as a mentor. Assumes a positive leadership role within the school.	Is a life-long learner. Reflects on and challenges self to continue to grow professionally. Shares best practice strategies, positively impacting the work of others through mentorship. Assumes a positive leadership role in seeking more effective ways to accomplish professional growth goals and improve the organization.	
6d.	**Support collaborative partnerships.**	Works in isolation with little evidence of collaboration with colleagues to implement the concepts of PLC's.	Demonstrates some skills in collaborating with others to gather relevant data, design and carry out intervention strategies. Requires additional skill development and practice for effectively implementing the concepts of PLC's.	Actively participates in a PLC to analyze relevant assessment data to remove barriers to instruction, implement and monitor effectiveness of intervention strategies and intentionally seeks to improve the effectiveness of the PLC team.	Assumes a leadership role for the effective implementation of PLC teams within the department. Demonstrates a willingness to share best practice strategies with others through modeling or training. Engages in reflective practices that result in improvement of PLC effectiveness.	

Standard #6 Overall Score	☐ Unsatisfactory	☐ Progressing I	☐ Progressing II	☐ Proficient I	☐ Proficient II	☐ Proficient III	☐ Exemplary

Comments:

PERFORMANCE STANDARD #7: PROFESSIONAL RESPONSIBILITIES

Special Service Providers have a responsibility to the professional, district, parents, students, and the public.

Responsibilities The SEL Team Member should know and be able to:		Level of Performance The *Social Emotional Learning (Instructional Specialist/Interventionist)* performing at this level:				Evidence
		Unsatisfactory	*Progressing*	*Proficient*	*Exemplary*	*Evidence*
7a.	**Adhere to federal laws, state statutes and regulations pertaining to education, the Board of Education (BOE) policies, the Agreement of Trust and Understanding (ATU), and school rules.**	Disregards or has no awareness of legal and professional responsibilities pertaining to education. Does not comply with school rules and Paterson Public School district policies and procedures.	Has a limited understanding and seeks to raise awareness of their legal and professional responsibilities pertaining to education. Complies minimally with school rules and Paterson Public School district policies and procedures.	Understands and abides by the legal and professional responsibilities pertaining to education. Complies fully with school rules and Paterson Public School district policies and procedures.	Fully understands and abides by the legal and professional responsibilities pertaining to education. Consistently complies with school rules and Paterson Public School district policies and procedures. Actively contributes to solutions that promote effective implementation of policies and procedures.	• Submission of timely/required documents and reports: lesson plans, attendance, progress reports, report cards, input data into electronic systems, etc. • Attendance records of punctuality: scheduled sessions, meetings, parent conferences, Back to School Nights and duties • Reinforcement of school and classroom/District expectations • Responses to emails in a timely manner (academic concerns/praise, etc.)
7b.	**Demonstrate professionalism.**	Exhibits disrespectful behavior when interacting with students, parents, staff and/or the community. Displays unethical or dishonest conduct. Loses composure or becomes defensive when faced with a difficult problem.	Displays respect for others when interacting with students, parents, staff and the community. Acts ethically and honestly. Attempts to maintain composure in the face of conflict or difficult issues.	Regularly models respect for others when interacting with students, parents, staff and the community. Acts ethically, honestly and with integrity at all times. Assumes responsibility for maintaining professional composure in the face of conflict or difficult situations.	Promotes a culture focused on exemplifying respect for others. Consistently acts ethically, honestly and with integrity. Maintains a calming presence when faced with conflict or challenges.	

7c.	**Effectively communicate.**	Ineffectively communicates to students, staff, families, colleagues, administrators and the community. Communication is not accurate, understandable nor is it sent in a timely fashion.	Sometimes communicates information in a timely manner with multiple audiences (students, families, colleagues, administrators, community and others) using oral, written and electronic methods of communication.	Consistently communicates clear, understandable and accurate information in an efficient and timely manner with multiple audiences using a variety of communication methods.	Effectively communicates and collaborates with students, families, colleagues, administrators and the community in a manner that supports the welfare and success of students and the organization.
7d.	**Maintain confidentiality.**	Disregards the legal and professional aspects of confidentiality practices.	Seeks clarification and an understanding of confidentiality practices. A desire to develop a working knowledge of the law is demonstrated through the individual's initiative to do research, ask questions, and communicate with colleagues about best practice.	Maintains the legal and professional aspects of confidentiality practices. A working knowledge of the law is demonstrated through the decisions made regarding how, when, where, why, and with whom confidential information is shared and stored.	Consistently demonstrates respect for and prohibits others from sharing confidential information inappropriately. Demonstrates a working knowledge of the law through the decisions made regarding how, when, where, why, and with whom confidential information is shared and stored.
7e.	**Solve problems.**	Is minimally involved in identifying and seeking solutions to building, professional and/or academic issues. Solutions may even have an adverse impact.	Makes limited contributions when identifying and seeking solutions to effectively address building, professional and/or academic issues.	Actively participates to identify and seek solutions using conflict resolution and decision making strategies that effectively address building, professional or academic issues.	Facilitates and models strategies for identifying and seeking solutions to building/district level professional and/or academic issues. Anticipates and diffuses conflicts using a variety of communication methods, as well as conflict resolution techniques.

7f.	**Perform assigned and related duties.**	Is absent from assignment and assigned duties and/or is habitually late.	Performs assignment and other duties as assigned. Is usually present and on time.	Assumes full responsibility for the successful implementation of assignment and other duties as assigned. Is present and on time.	Consistently assumes full responsibility for and improves upon the effective and efficient implementation of assignment and other duties as assigned.	

Standard #7 Overall Score	☐ Unsatisfactory	☐ Progressing I	☐ Progressing II	☐ Proficient I	☐ Proficient II	☐ Proficient III	☐ Exemplary

Comments: