

PATERSON PUBLIC SCHOOLS

Department of Accountability

TEACHER SPECIALIST (TYPE I)

Professional Practice Framework

Evidence → Pattern → Alignment → Score

Component rubric presented in the 2022 Framework for Teaching format

FRAMEWORK OVERVIEW

The Teacher Specialist (Type I) Professional Practice Framework outlines the expectations for specialists who support student success through consultation, coordination of services, and targeted interventions. Teacher Specialists work collaboratively with educators, families, and support teams to address academic, behavioral, social-emotional, and wellness factors that influence student access to learning.

The framework is organized into four domains of professional practice that reflect the core responsibilities of the role:

- **Domain 1: Planning and Preparation:** Understanding student needs, aligning services to individual plans, and preparing systems that support effective service delivery.
- **Domain 2: Service Environment and Professional Practice:** Establishing safe, respectful, and organized environments that support student access to services.
- **Domain 3: Service Delivery and Student Impact:** Delivering responsive, evidence-based services and monitoring progress to improve student outcomes.
- **Domain 4: Professional Responsibility and Collaboration:** Maintaining accurate documentation, collaborating with staff and families, advocating for students, and contributing to professional growth and improvement efforts.

PERFORMANCE LEVELS

The rubric uses four performance levels: Unsatisfactory, Basic, Proficient, and Distinguished to describe progression of practice:

Unsatisfactory	Practice does not meet the expectations of the role. Services, procedures, or professional responsibilities are incomplete, ineffective, or inconsistent and may negatively impact student support for compliance requirements.
Basic	Practice demonstrates partial or developing implementation of expectations. Some aspects of the role are evident, but practice may be inconsistent, reactive, or require additional guidance to ensure effective services and supports.
Proficient	Practice meets the expectations of the role. Services, procedures, and professional responsibilities are implemented consistently and effectively, supporting coordinated services and positive outcomes for students.
Distinguished	Practice reflects a high level of effectiveness and leadership. The specialist consistently demonstrates strong professional judgment, contributes to collaborative systems of support, and strengthens practices that improve student outcomes across the school community.

Evaluators consider multiple sources of evidence, including observation, artifacts, data analysis, communication, collaboration, and documented outcomes when assessing performance.

This framework supports both professional growth and evaluation, ensuring that specialist practice contributes to coordinated services and improved outcomes for students.

SOURCES OF EVIDENCE

Sources of Evidence

The examples provided identify common sources administrators may use to gather evidence of Teacher Specialist practice; evaluators should consider multiple sources including observation, artifacts, data analysis, communication, collaboration, and documented outcomes when determining ratings.

The Sources of Evidence tables are provided to support administrators in identifying appropriate evidence when evaluating Teacher Specialist (Type I) practice. Because specialists often work across multiple settings and responsibilities, evidence of practice may not always occur during a single formal observation.

These evidence categories provide examples of where evaluators may gather information that demonstrates performance related to each component of the rubric.

Evidence may include, but is not limited to:

- **Observation:** Direct observation of service delivery, interactions with students or staff, planning conversations, or participation in meetings.
- **Artifacts:** Professional documents such as service plans, logs, intervention records, program materials, or documentation systems.
- **Data Analysis:** Review of relevant student indicators such as attendance, behavior, academic progress, or social-emotional data used to inform services.
- **Communication:** Professional communication with students, families, staff, or administrators related to student needs, services, or progress.
- **Collaboration:** Participation in multidisciplinary teams, consultation with staff, or coordinated service planning.
- **Outcome Evidence:** Evidence that services, interventions, or supports contribute to improved student access, engagement, participation, or outcomes.

Evidence Type	Purpose
Observation	What the evaluator sees in practice
Artifact	Documents or materials created
Data Analysis	System-generated student or program data
Communication	Information shared with staff or families
Collaboration	Participation in teams or coordination
Outcome Data	Evidence of student progress or program impact

DOMAIN 1 · PLANNING AND PREPARATION

Knowledge of students includes awareness of social emotional indicators such as belonging, emotional regulation, peer relationships, engagement patterns, and resilience factors that may influence access to services and responsiveness to interventions.

- **Domain Focus:** Strategic planning, student-centered preparation, and service readiness

Core Components

- 1a. Knowledge of students and Individual Plans
- 1b. Knowledge of role-specific practices
- 1c. Goal setting aligned to student needs
- 1d. Preparation of materials, tools, and systems
- 1e. Compliance with federal, state, and local requirements
- 1f. Evidence design and outcome measures

1A KNOWLEDGE OF STUDENTS AND INDIVIDUAL PLANS

Focus: The Teacher Specialist (Type I) understands students as individuals and uses knowledge of individual plans, risk factor indicators, and equity factor indicators to plan services that address documented needs.

Guiding Question: To what extent does the Teacher Specialist (Type I) demonstrate accurate knowledge of students, plans, risk factor indicators, and equity factor indicators when planning services?

Unsatisfactory	Basic	Proficient	Distinguished
Demonstrates limited or inaccurate knowledge of students' needs, backgrounds, or required plans. Is unfamiliar with key elements of Individual Student Plan (IEP)s, 504s, Individualized Family Service Plan (IFSP)s, Student Assistance Program (SAP)s, or other required plans. Services are generic, misaligned, or inconsistent with documented goals or accommodations. Compliance concerns may be evident.	Demonstrates basic awareness of students' individual plans and identified needs. Refers to Individual Student Plan (IEP)s, 504s, Individualized Family Service Plan (IFSP)s, or Student Assistance Program (SAP)s, but implementation is inconsistent. Adjustments are reactive rather than intentional. Requires guidance to fully align services with documented goals.	Demonstrates accurate and thorough knowledge of students' individual plans and needs. Consistently aligns services with documented goals, accommodations, and interventions. Considers developmental, cultural, linguistic, social-emotional, behavioral, and/or medical factors when planning services. Maintains compliance with applicable regulations.	Demonstrates deep, integrated understanding of students as individuals within their educational and life contexts. Anticipates student needs and proactively adjusts services to maximize impact. Supports colleagues and families in understanding and implementing student plans. Contributes to the refinement or development of plans through data, insight, and collaboration, promoting equity and access.
Critical Attributes / Evaluator Look Fors			
Knowledge of Student Needs and Context			
Demonstrates limited or inaccurate knowledge of students' needs, backgrounds, or circumstances. Understanding of developmental, cultural, linguistic, social emotional, behavioral, or health factors is minimal or absent.	Demonstrates basic awareness of students' needs and backgrounds but understanding is incomplete or inconsistently applied when planning services.	Demonstrates accurate and thorough knowledge of students' strengths, needs, and contexts. Considers developmental, cultural, linguistic, social emotional, behavioral, and/or health factors when planning services.	Demonstrates deep and integrated understanding of students within their educational and life contexts. Use this understanding to anticipate needs and inform responsive service planning.
Knowledge and Application of Required Student Plans			

Is unfamiliar with key elements of Individual Student Plan (IEP)s, 504 Plans, Individualized Family Service Plan (IFSP)s, Student Assistance Program (SAP)s, or other required plans. Services are inconsistent with documented goals or accommodations.	Refers to student plans but demonstrates incomplete understanding of goals, accommodations, or interventions. Requires guidance to align services appropriately.	Demonstrates accurate knowledge of student plans and consistently aligns services with documented goals, accommodations, and interventions.	Supports colleagues and families in understanding and implementing student plans. Contributes insight into the development or refinement of plans through collaboration and professional expertise.
Use of Risk Factor Indicators			
Does not consider relevant indicators such as attendance patterns, behavior concerns, academic performance, social emotional needs, or health factors when planning services.	Acknowledges some risk indicators but does not consistently use them to guide service planning or identify potential needs.	Uses multiple indicators including attendance, behavior, academic progress, social emotional data, health information, and intervention history to inform service planning.	Analyzes patterns and trends in risk factor indicators to anticipate student needs and proactively plan supports or interventions.
Alignment of Services to Student Needs and Plans			
Services are generic, inconsistent, or misaligned with documented plans or identified needs.	Services partially align with student plans, but adjustments are reactive rather than intentional.	Services consistently align with documented goals, accommodations, interventions, and identified student needs.	Services are proactively adjusted to maximize impact and remove barriers to student success.
Equity and Access Considerations			
Limited awareness of equity considerations or barriers that may affect students' access to services or supports.	Recognizes some equity considerations but applies them inconsistently when planning services.	Considers cultural, linguistic, developmental, and contextual factors to ensure services are responsive and equitable.	Promotes equitable access to services and works to address barriers affecting diverse student groups.
Compliance and Professional Responsibility			
Compliance concerns may be evident. Demonstrates limited awareness of applicable regulations or requirements.	Demonstrates basic awareness of compliance expectations but implementation may be inconsistent.	Maintains compliance with applicable federal, state, and district requirements when implementing student plans and services	Contributes to strengthening compliance practices and collaborative problem solving related to student plans and services.

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
1a. Knowledge of Students and Individual Plans	Observation of planning conversations discussing student strengths, needs, barriers to learning, or support strategies; observation of consultation with staff regarding student plans and accommodations	Individual Student Plan (IEP), 504, Individualized Family Service Plan (IFSP), or Student Assistance Program (SAP); individual student support plans; counseling plans; health care plans; student service plans documenting identified needs and supports	Attendance data identifying chronic absenteeism patterns; behavior incident data identifying risk indicators; academic progress monitoring identifying learning barriers; social-emotional indicators identifying students requiring additional supports	Communication with families, teachers, counselors, case managers, or support staff regarding student needs, services, or plan implementation	Participation in Child Study Team (CST) meetings, multidisciplinary planning meetings, Multi-Tiered System of Supports (MTSS) team meetings, or student support meetings reviewing student data and planning interventions	Evidence that services or supports align with student plans and contribute to improved engagement, attendance, behavior, or academic participation	Goal 2 – Empower Data-Driven Decision Making and Accountability

1B KNOWLEDGE OF ROLE-SPECIFIC PRACTICES

Focus: The Teacher Specialist (Type I) understanding and application of professional standards, evidence-based practices, legal requirements, and ethical responsibilities specific to their role.

Guiding Question: To what extent does the Teacher Specialist (Type I) demonstrate knowledge of role-specific practices, regulations, and ethical standards and apply them appropriately in planning and decision-making?

Unsatisfactory	Basic	Proficient	Distinguished
Demonstrates limited or inaccurate knowledge of role-specific practices, regulations, or ethical standards. Practices may be outdated, inappropriate, or misaligned with professional expectations. Requires frequent correction or oversight.	Demonstrates basic knowledge of role-specific practices and ethical standards but applies them inconsistently. Relies on guidance to ensure alignment with regulations, best practices, or ethical expectations.	Demonstrates solid knowledge of role-specific practices, regulations, and ethical standards. Consistently applies appropriate, evidence-based strategies and maintains ethical and legal compliance in service delivery.	Demonstrates advanced, current knowledge of professional practices, regulations, and ethics. Serves as a resource to colleagues, contributes to professional learning, and supports ethical, compliant practice across the school or district.
Critical Attributes / Evaluator Look Fors			
Knowledge of Professional Standards and Practices			
Demonstrates limited understanding of professional practices, standards, or guidelines relevant to the Teacher Specialist (Type I) role.	Demonstrates general awareness of professional practices but applies them inconsistently.	Demonstrates solid knowledge of professional standards and applies appropriate practices when planning services.	Demonstrates advanced knowledge of professional standards and supports colleagues in strengthening role-specific practices.
Application of Evidence-Based Practices			
Practices used are inappropriate, outdated, or unsupported by evidence.	Attempts to apply evidence-based practices but implementation is inconsistent.	Applies evidence-based practices appropriate to student needs and service goals.	Demonstrates expertise in evidence-based practices and supports others in selecting and applying appropriate strategies.
Knowledge of Student Support Systems			
Demonstrates limited understanding of school-based support systems such as intervention teams, referral systems, or student support programs.	Demonstrates general awareness of support systems but engagement is inconsistent.	Demonstrates working knowledge of school-based support systems and uses them to coordinate student services.	Demonstrates strong understanding of interconnected support systems and helps strengthen coordination among teams.
Use of Data Systems and Information Sources			
Rarely uses available data systems or information sources when planning services.	Use data systems inconsistently or with limited interpretation.	Uses multiple sources of information including data systems to inform planning and service decisions.	Integrates multiple data sources and systems to strengthen planning and coordination of services.
Alignment with School and District Priorities			
Demonstrates little awareness of school or district priorities related to student support.	Demonstrates awareness of priorities but connections to practice are inconsistent.	Aligns services with school and district priorities related to student well-being and success.	Supports implementation of school and district initiatives by aligning services and contributing professional expertise.

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
1b. Knowledge of Role-Specific Practices	Observation of consultation with teachers, administrators,	Professional standards documentation; service protocols; intervention	Analysis of student service data, program data, or intervention	Communication with staff, families, or service teams regarding	Participation in multidisciplinary team meetings, professional	Evidence that professional practices or interventions contributed	Goal 1 – Advance Instructional Excellence by Cultivating a High-Performing Workforce

	or support staff demonstrating application of professional standards and role-specific expertise; observation of service delivery reflecting evidence-based practices	frameworks; professional guidelines; documentation of role-specific procedures or program models guiding services	results used to evaluate effectiveness of practices or strategies	recommended practices, interventions, or professional guidance aligned to the specialist role	learning communities, consultation meetings, or cross-department collaboration regarding evidence-based practices	to improved service effectiveness, student engagement, behavioral improvement, attendance, or academic participation	
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1C GOAL SETTING ALIGNED TO STUDENT NEEDS

Focus: The Teacher Specialist (Type I) ability to develop clear, measurable, and appropriate goals that are aligned to student data, individual plans, and service priorities.

Guiding Question: To what extent are the Teacher Specialist (Type I) goals clear, measurable, and aligned to student data, individual plans, and identified needs?

Unsatisfactory	Basic	Proficient	Distinguished
Goals are absent, unclear, or not aligned to student needs, data, or individual plans. Goals do not guide service delivery or reflect required outcomes.	Goals are present but are broad, inconsistently aligned to student data or plans, or lack clear measures of success. Goals may guide services unevenly.	Goals are clear, measurable, and aligned to student data, individual plans, and identified needs. Goals guide intentional service delivery and progress monitoring.	Goals are strategic, data-driven, and responsive to evolving student needs. The Teacher Specialist (Type I) collaborates with others to refine goals and ensure they contribute to meaningful, equitable student outcomes.
Critical Attributes / Evaluator Look Fors			
Clarity of Service Goals			
Goals are absent, unclear, or disconnected from student needs or plans.	Goals are present but loosely connected to student needs.	Goals are clear, measurable, and aligned to student needs and service expectations.	Goals are strategic, measurable, and refined collaboratively to support meaningful student outcomes.
Alignment to Student Plans			
Goals are not aligned with student plans or required services.	Goals partially align with student plans but require adjustment.	Goals align with Individual Student Plan (IEP)s, 504s, Individualized Family Service Plan (IFSP)s, Student Assistance Program (SAP)s, or other relevant plans.	Goals support implementation of student plans and contribute to improved outcomes through collaboration.
Use of Risk Factor Indicators in Goal Setting			
Goals do not reflect relevant indicators such as attendance, behavior, academic performance, or social emotional needs.	Goals acknowledge some indicators but do not consistently reflect risk patterns.	Goals incorporate relevant indicators including attendance, behavior, academic progress, health, and social emotional data.	Goals respond to patterns in indicators and support proactive intervention planning.
Equity and Access Considerations in Goal Setting			
Goals do not consider barriers to student access or participation.	Goals acknowledge some equity considerations, but application is inconsistent.	Goals consider cultural, linguistic, developmental, and contextual factors affecting student access to services.	Goals support equitable access to services and address barriers affecting diverse learners.

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
1c. Goal Setting Aligned to Student Needs	Observation of planning conversations or service meetings where the Teacher Specialist explains or references student service goals and how they align to student plans and needs	Documented service goals; student intervention plans; counseling or support plans; goal statements aligned to Individual Student Plan (IEP), 504, Individualized Family Service Plan (IFSP), Student Assistance Program (SAP), or student service plans	Analysis of attendance patterns, behavioral indicators, academic progress monitoring, health indicators, or social-emotional data used to inform goal development	Communication with staff, families, or student support teams explaining service goals, intervention plans, or intended outcomes for student supports	Participation in Child Study Team (CST) meetings, multidisciplinary planning meetings, Multi-Tiered System of Supports (MTSS) team meetings, or student support teams developing or refining service goals	Evidence that service goals guide service delivery and contribute to improved student engagement, attendance, behavior, academic participation, or well-being	Goal 2 – Empower Data-Driven Decision Making and Accountability

1D PREPARATION OF MATERIALS, TOOLS, AND SYSTEMS

Focus: The Teacher Specialist (Type I) readiness to deliver effective services through purposeful preparation and organization.

Guiding Question: To what extent does the Teacher Specialist (Type I) demonstrate preparedness through the effective organization of materials, tools, and systems that support service delivery?

Unsatisfactory	Basic	Proficient	Distinguished
Materials, tools, or systems are poorly prepared, disorganized, or unavailable, negatively impacting service delivery.	Materials and tools are generally prepared but may be incomplete, inconsistently organized, or not fully aligned to student needs.	Materials, tools, and systems are well-prepared, organized, and aligned to service goals and student needs, supporting effective service delivery.	Preparation is proactive and enhances efficiency, effectiveness, and access. Systems or resources may be refined or shared to support colleagues and improve service delivery across settings.
Critical Attributes / Evaluator Look Fors			
Organization of Materials and Resources			
Materials and resources are disorganized or unavailable, limiting effective service delivery.	Materials are available but organization or preparation is inconsistent.	Materials and resources are organized and appropriate for supporting services and interventions.	Materials and resources are strategically organized to support efficient service delivery and coordinated support across teams.
Digital Access to Student Information and Records			
Digital records, systems, or files are missing, outdated, or difficult to access.	Digital systems and records exist but are inconsistently maintained or updated.	Digital records, files, and service systems are current, organized, and accessible to support services and compliance requirements.	Digital systems are maintained in ways that support efficient service delivery, collaboration, and monitoring of student needs across teams.
Current and Accurate Student Files and Documentation			
Student records or files are incomplete, outdated, or inaccurate.	Student records are maintained but updates may be inconsistent or delayed.	Student files and documentation are accurate, current, and aligned with services and required plans.	Student records are systematically maintained to support continuity of services, monitoring of student needs, and collaborative problem solving.
Timely Coordination of Student Support Services			
Demonstrates limited awareness of required	Demonstrates awareness of timelines but	Coordinates student services, referrals, and	Anticipates timelines and proactively coordinates

timelines for student services, referrals, or documentation. Delays in response may occur.	response and follow through may be inconsistent.	documentation within required timelines and response expectations.	services to ensure timely responses and continuity of student support.
Systems for Documentation and Record Management			
Systems for documentation are unclear, inconsistent, or unreliable.	Documentation systems exist but are inconsistently maintained or used.	Documentation systems support accurate record keeping, service coordination, and compliance.	Documentation systems improve efficiency, transparency, and communication among teams supporting student services.
Coordination with External Partnerships and Community Resources			
Demonstrates limited awareness of external agencies or community resources that support student needs.	Demonstrates general awareness of community resources but coordination is inconsistent.	Identifies and utilizes appropriate community resources and external partners such as state or local agencies, community organizations, colleges, universities, or businesses to support student needs.	Coordinates effectively with external partners and community resources to strengthen student support systems and expand opportunities for students and families.

Sources of Evidence

Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
1d. Preparation of Materials, Tools, and Systems	Observation of organized preparation of materials, digital systems, or service tools used to support student services; observation of planning discussions referencing documentation systems or service coordination	Organized service materials; student service schedules; case management logs; digital documentation systems; student files; service planning documents; resource guides or intervention tools	Review of service logs, scheduling systems, documentation tracking systems, or case management data demonstrating organization and coordination of student services	Communication with staff, families, or service providers regarding service coordination, scheduling, documentation requirements, or access to resources	Coordination with counselors, Child Study Team (CST) members, administrators, external agencies, or community partners to organize services, referrals, or student supports	Evidence that organized systems support timely service delivery, accurate documentation, coordinated supports, and improved access to services for students	Goal 3 – Operational Effectiveness and Efficient Systems

1E COMPLIANCE WITH FEDERAL, STATE, AND LOCAL REQUIREMENTS

Focus: The Teacher Specialist (Type I) adherence to legal, regulatory, and district expectations related to their role.

Guiding Question: To what extent does the Teacher Specialist (Type I) demonstrate compliance with applicable federal, state, and local requirements through timely, accurate planning and documentation?

Unsatisfactory	Basic	Proficient	Distinguished
Does not consistently meet compliance requirements. Documentation timelines or procedures may be incomplete, inaccurate, or not followed.	Meets minimal compliance expectations but may require reminders or guidance to ensure timelines and procedures are met consistently.	Consistently meets all applicable federal state and local requirements. Documentation timelines and procedures are accurate, complete, and timely.	Demonstrates leadership in compliance practices by supporting colleagues identifying system improvements and contributing to consistent district wide compliance.
Critical Attributes / Evaluator Look Fors			
Knowledge of Compliance Requirements			
Demonstrates limited awareness of applicable federal state or local requirements related to	Demonstrates awareness of requirements but may need reminders or guidance.	Demonstrates clear knowledge of applicable federal state and local requirements.	Demonstrates strong knowledge of requirements and supports others in understanding compliance

student services.			expectations.
Timeliness of Required Procedures and Documentation			
Required procedures, timelines or documentation are frequently missed incomplete or late.	Procedures and documentation are completed but timelines may occasionally require reminders.	Required procedures, documentation and timelines are completed accurately and on time.	Procedures, documentation, and timelines are consistently completed in a timely manner supporting coordinated services.
Accuracy and Completeness of Required Documentation			
Documentation may be inaccurate, incomplete, or not aligned with required expectations.	Documentation includes required information but may contain minor inconsistencies.	Documentation is accurate, complete, and aligned with required expectations.	Documentation is consistently accurate, complete and supports clear understanding of services and compliance requirements.
Adherence to Required Protocols and Procedures			
Required procedures or protocols may be inconsistently followed.	Follows required procedures but may occasionally require clarification or support.	Consistently follows required procedures, protocols, and expectations.	Demonstrates strong adherence to procedures and supports consistent implementation across teams.
Contribution to Compliance Systems			
Demonstrates limited awareness of how compliance systems support student services.	Participates in required compliance processes when prompted.	Contributes to maintaining compliance systems that support student services.	Contributes to improving compliance practices and supporting consistent district wide implementation.

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
1e. Compliance with Federal, State, and Local Requirements	Observation of meetings or planning discussions where the Teacher Specialist references compliance requirements, service timelines, or procedural expectations when supporting students	Compliance documentation such as Individual Student Plan (IEP) timelines, service logs, required reports, documentation of referrals, procedural forms, or compliance monitoring records	Review of compliance tracking systems, documentation timelines, service logs, or audit reports verifying required procedures and documentation completion	Communication with staff, administrators, families, or service providers regarding compliance requirements, timelines, procedural expectations, or documentation needs	Participation in Child Study Team (CST) meetings, compliance review meetings, student support meetings, or coordination with administrators to ensure procedural and regulatory requirements are met	Evidence that services, documentation, and procedures meet required federal, state, and district standards and support appropriate student services	Goal 3 – Operational Effectiveness and Accountability

1F EVIDENCE DESIGN AND OUTCOME MEASURES

Focus: Designing and using clear evidence measures to determine whether student services, interventions, or supports are producing measurable progress toward identified student goals.

Guiding Question: To what extent does the Teacher Specialist (Type I) intentionally identify and use evidence measures to monitor student progress and evaluate the effectiveness of services or interventions?

Unsatisfactory	Basic	Proficient	Distinguished
Evidence of student progress or outcomes is not identified or planned. Measures of service impact are unclear or absent.	Some evidence of student progress is identified but measures are limited, inconsistent, or weakly aligned to service goals.	Clear indicators of student progress are identified in advance and aligned to service goals. Multiple sources of evidence are used to monitor and	Evidence systems are intentionally designed to track student outcomes across multiple indicators. Data is used collaboratively to refine services,

		evaluate the effectiveness of services or interventions.	strengthen interventions, and improve student success.
Critical Attributes / Evaluator Look Fors			
Alignment of Evidence to Service Goals			
Evidence measures are not aligned to student goals or plans.	Evidence measures loosely relate to service goals.	Evidence measures are clearly aligned to student goals and services.	Evidence measures precisely track progress toward student outcomes.
Use of Multiple Evidence Sources			
Evidence is absent or limited to a single indicator.	Some additional indicators are considered but inconsistently used.	Multiple sources of evidence are used to monitor student progress.	Multiple indicators are systematically analyzed to evaluate service impact.
Clarity of Outcome Indicators			
Indicators of success are unclear or undefined.	Indicators exist but may be vague or difficult to measure.	Indicators of success are clearly defined and measurable.	Outcome indicators allow precise tracking of student growth and response to services.

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
1f. Evidence Design and Outcome Measures	Observation of planning discussions where the Teacher Specialist identifies outcome indicators, monitoring tools, or methods for evaluating the effectiveness of services or interventions	Progress monitoring tools; service tracking systems; intervention outcome measures; student support plans with defined success indicators; evaluation tools used to assess student progress	Analysis of attendance trends, behavioral indicators, academic progress monitoring, social-emotional data, or intervention results used to determine effectiveness of services	Communication with staff, families, or support teams regarding student progress, outcome indicators, or evaluation of service effectiveness	Participation in Child Study Team (CST) meetings, Multi-Tiered System of Supports (MTSS) meetings, multidisciplinary team discussions, or program review meetings analyzing student outcomes and service impact	Evidence that services or interventions demonstrate measurable progress in student engagement, attendance, behavior, academic participation, or well-being	Goal 2 – Empower Data-Driven Decision Making and Accountability

DOMAIN 2 · SERVICE ENVIRONMENT AND PROFESSIONAL PRACTICE

The Teacher Specialist (Type I) ability to create and maintain a safe, respectful, organized, and ethically grounded service environment that supports effective service delivery and student well-being.

- **Domain Focus:** Establishing safe, respectful, and equitable environments that support student access to services

Core Components

- 2a. Safe, respectful, and inclusive service environment
- 2b. Establishing and maintaining routines and procedures
- 2c. Managing time, space, and caseload
- 2d. Professional boundaries and ethical conduct
- 2e. Organizing service space and access to supports

2A SAFE, RESPECTFUL, AND INCLUSIVE SERVICE ENVIRONMENT

Focus: Establishing a service environment that promotes student safety, dignity, belonging, and emotional well-being. Environment supports student belonging, emotional safety, and trust when accessing services. Interactions support emotional regulation, student dignity, and respectful communication.

Guiding Question: To what extent does the Teacher Specialist (Type I) intentionally establish and sustain a service environment that promotes student safety, dignity, belonging, and access to services?

Unsatisfactory	Basic	Proficient	Distinguished
The service environment is inconsistently safe or respectful. Student dignity, emotional safety, or access to services may be compromised. The Teacher Specialist (Type I) responds to issues only when directed.	The environment is generally safe and respectful but inconsistently responsive to student needs or inclusive practices. The Teacher Specialist (Type I) addresses concerns after they arise.	The Teacher Specialist (Type I) consistently creates a safe, respectful, and inclusive environment that supports student well-being and engagement.	The Teacher Specialist (Type I) proactively fosters inclusive practices, anticipates student needs, and supports others in creating environments that promote safety, dignity, and access.
Critical Attributes / Evaluator Look Fors			
Student Safety and Emotional Well Being			
Interactions or responses may undermine student safety, trust, or emotional wellbeing.	Demonstrates general awareness of student safety and emotional needs but responses may be inconsistent.	Consistently creates an environment where students feel safe, respected, and supported when accessing services.	Promotes practices that strengthen student safety and wellbeing across the school community.
Respectful and Supportive Interactions with Students			
Interactions with students may appear dismissive, insensitive, or unprofessional.	Interactions with students are generally respectful but may not consistently foster trust or openness.	Interacts with students in respectful and supportive ways that encourage open communication.	Builds strong relationships that encourage trust, engagement, and collaboration in support services.
Confidentiality and Professional Boundaries			
Demonstrates limited awareness of confidentiality expectations or professional boundaries.	Demonstrates basic understanding of confidentiality but may require guidance in complex situations.	Maintains appropriate professional boundaries and protects student confidentiality in accordance with ethical and legal expectations.	Models strong ethical practice and reinforces confidentiality expectations within collaborative teams.

Service Space Organization and Privacy			
Service space is disorganized, lacks privacy, or does not support appropriate delivery of services.	Service space is functional but may not consistently support privacy or effective service delivery.	Service space is organized, safe, and structured to support confidential and effective delivery of services.	Service space is intentionally organized to promote safety, privacy, and accessibility for students receiving services.
Established Guidelines and Accessible Information			
Guidelines for accessing services or expectations for the service environment are unclear or absent.	Basic guidelines or information may be present but are inconsistently communicated or visible.	Clear expectations and guidelines for accessing services are established and communicated to students.	Information about services, expectations, and supports is clearly communicated and helps students understand how to access assistance when needed.
Inclusive and Welcoming Environment			
Environment may not reflect awareness of diverse student needs or backgrounds.	Environment demonstrates general awareness of student diversity but may not consistently support inclusion.	Service environment reflects respect for diverse student backgrounds and promotes a welcoming atmosphere.	Environment promotes belonging and encourages students from diverse backgrounds to access support services.

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
2a. Safe, Respectful, and Inclusive Service Environment	Observation of interactions between the Teacher Specialist and students demonstrating respect, emotional safety, confidentiality, and supportive communication during services	Service space expectations or guidelines; posted service access procedures; documentation outlining confidentiality practices; materials reflecting inclusive practices or culturally responsive supports	Review of behavioral data, climate indicators, or student support data identifying patterns related to safety, belonging, or emotional well-being	Communication with students, families, or staff regarding expectations for respectful interactions, confidentiality, and access to support services	Collaboration with counselors, administrators, Child Study Team (CST) members, or student support teams to address student well-being, belonging, or access to services	Evidence that students access services appropriately and demonstrate increased trust, engagement, or emotional safety when receiving supports	Goal 4 – Safe, Supportive, and Inclusive School Environments

2B ESTABLISHING AND MAINTAINING ROUTINES AND PROCEDURES

Focus: Using clear routines and procedures to ensure efficient, predictable, and effective service delivery.

Guiding Question: To what extent does the Teacher Specialist (Type I) establish and maintain routines and procedures that support efficient, consistent, and equitable service delivery?

Unsatisfactory	Basic	Proficient	Distinguished
Routines and procedures are unclear or inconsistently applied, resulting in inefficiencies or missed services.	Routines and procedures are established but inconsistently implemented or adjusted in response to needs.	Routines and procedures are clear, consistently implemented, and support effective and predictable service delivery.	Routines and procedures are refined to improve efficiency and access and may inform or support the practices of others.
Critical Attributes / Evaluator Look Fors			
Established Service Procedures			

Procedures for accessing services are unclear, inconsistent, or not established. Students or staff may be unsure how to access support.	Basic procedures exist but may not be consistently implemented or communicated.	Clear procedures for accessing services are established and consistently followed.	Procedures are well established and support efficient access to services across the school community.
Referral and Intake Processes			
Referral or intake processes are unclear or not used effectively to identify student needs.	Referral processes exist but implementation may be inconsistent.	Referral and intake processes support identification of student needs and appropriate services.	Referral systems support coordinated identification of needs across staff and programs.
Service Routines and Scheduling Systems			
Service routines are disorganized or inconsistent, limiting effective delivery of services.	Service routines exist but implementation may be inconsistent.	Service routines and scheduling systems support organized and consistent delivery of services.	Service routines support efficient service delivery and coordinated support across staff and programs.
Timely Response to Student Needs			
Response to student needs or requests for support may be delayed or inconsistent.	Responds to student needs but response times may vary.	Responds to student needs in a timely and appropriate manner.	Anticipates needs and coordinates timely responses to ensure students receive appropriate support.
Coordination with School Staff			
Communication with staff regarding service procedures is limited or inconsistent.	Communicates with staff but coordination may be inconsistent.	Coordinates with staff to ensure procedures for accessing services are understood and implemented.	Strengthens coordination among staff to support effective delivery of student services.
Coordination with Parents and External Partners			
Communication with parents/guardians or external partners is limited or inconsistent when supporting student needs.	Communicates with parents/guardians or external partners but coordination may require support or clarification.	Coordinates appropriately with parents/guardians and external partners such as community agencies, colleges, universities, businesses, or government organizations to support student needs.	Builds effective partnerships with parents/guardians and external partners to strengthen support systems and expand opportunities for students and families.

Sources of Evidence

Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
2b. Establishing and Maintaining Routines and Procedures	Observation of service routines, scheduling systems, or referral procedures being implemented to support efficient and consistent service delivery	Documented referral procedures; service request forms; intake documentation; service schedules; procedural guidelines for accessing services	Review of referral patterns, service delivery schedules, response timelines, or service logs demonstrating consistent procedures for student support	Communication with staff, families, or students explaining service procedures, referral processes, scheduling expectations, or access to services	Participation in student support meetings, referral team meetings, Multi-Tiered System of Supports (MTSS) team meetings, or coordination with staff to ensure procedures for accessing services are understood and followed	Evidence that routines and procedures support timely service delivery, consistent student access to services, and coordinated responses to student needs	Goal 3 – Operational Effectiveness and Efficient Systems

2C MANAGING TIME, SPACE, AND CASELOAD

Focus: Effectively managing time, service spaces, and caseload responsibilities to meet student needs.

Guiding Question: To what extent does the Teacher Specialist (Type I) manage time, space, and caseload responsibilities to ensure timely and equitable service delivery?

Unsatisfactory	Basic	Proficient	Distinguished
Time, space, or caseload are poorly managed, resulting in missed services, inequitable access, or compliance concerns.	Management of time, space, or caseload is generally adequate but reactive or inconsistent.	Time, space, and caseload are managed intentionally to meet service requirements and student needs.	Systems are optimized to improve efficiency, equity, and access, and the Teacher Specialist (Type I) supports others in effective caseload management.
Critical Attributes / Evaluator Look Fors			
Organization of Time and Service Responsibilities			
Time is poorly managed, resulting in missed responsibilities or inconsistent service delivery.	Demonstrates basic time management but competing responsibilities may interfere with services.	Manages time effectively to meet service responsibilities and support student needs.	Manages time strategically to support timely and coordinated delivery of student services.
Caseload Management			
Caseload is not managed effectively, resulting in inconsistent support for students.	Demonstrates awareness of caseload responsibilities but prioritization may be inconsistent.	Manages caseload responsibilities in ways that support consistent services for students.	Manages caseload strategically to ensure students receive appropriate and timely support.
Prioritization Based on Student Needs and Risk Indicators			
Demonstrates limited awareness of how to prioritize students based on need.	Recognizes differences in student need but prioritization may be inconsistent.	Prioritizes services based on student needs and relevant indicators such as attendance, behavior, academic progress, health, or social emotional factors.	Uses patterns in risk indicators to prioritize services and anticipate student needs.
Use of Service Space and Access to Services			
Service space is used inconsistently or does not support effective delivery of services.	Service space is functional, but organization or access may be inconsistent.	Uses available service space effectively to support delivery of services and student access.	Organizes service space in ways that support accessibility, privacy, and efficient service delivery.
Timely Response to Student Support Needs			
Response to student needs or referrals may be delayed or inconsistent.	Responds to student needs but timelines may not always be met.	Responds to student needs and referrals in a timely and appropriate manner.	Coordinates timely responses and helps ensure continuity of services across staff and programs.

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
2c. Managing Time, Space, and Caseload	Observation of service scheduling, prioritization of student needs, and organization of service spaces supporting timely delivery of services	Service schedules; caseload management logs; student service calendars; documentation showing prioritization of services based on student needs	Review of caseload distribution, service frequency records, response timelines, and risk indicator data (attendance, behavior, academic, health, or social-emotional)	Communication with staff, families, or support teams regarding service schedules, prioritization of student needs, or coordination of support services	Collaboration with Child Study Team (CST) members, administrators, counselors, and support teams to coordinate services and ensure equitable access to	Evidence that students receive timely services and appropriate support based on needs and risk indicators, resulting in improved engagement, attendance, behavior, or	Goal 3 – Operational Effectiveness and Efficient Systems

			informing prioritization of services		supports	academic participation	
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2D PROFESSIONAL BOUNDARIES AND ETHICAL CONDUCT

Focus: The Teacher Specialist (Type I) readiness to deliver effective services through purposeful preparation and organization.

Guiding Question: To what extent does the Teacher Specialist (Type I) demonstrate sound professional judgment, ethical conduct, and appropriate boundaries in all professional interactions?

Unsatisfactory	Basic	Proficient	Distinguished
Professional boundaries or ethical standards are inconsistently maintained, potentially compromising trust, safety, or compliance.	Generally, maintains professional boundaries but requires reminders or guidance in complex situations.	Consistently demonstrates sound professional judgment, ethical conduct, and appropriate boundaries.	Models exemplary ethical practice, anticipates ethical challenges, and supports colleagues in maintaining professional standards.
Critical Attributes / Evaluator Look Fors			
Professional Boundaries with Students			
Demonstrates limited awareness of appropriate professional boundaries when working with students. Interactions may be unprofessional or inappropriate.	Demonstrates basic awareness of professional boundaries but may require guidance in maintaining appropriate interactions or communication with students.	Maintains appropriate professional boundaries and communication practices when interacting with students.	Models strong professional boundaries and supports colleagues in maintaining appropriate professional practices with students.
Confidentiality of Student Information			
Demonstrates limited awareness of confidentiality expectations or shares student information inappropriately.	Demonstrates basic understanding of confidentiality expectations but may require guidance when sharing information in collaborative settings.	Maintains confidentiality of student information and follows appropriate protocols for information sharing in accordance with legal and professional expectations.	Reinforces confidentiality practices within collaborative teams and supports ethical information sharing.
Ethical Decision Making			
Decisions may not reflect professional ethical standards or may fail to consider student needs and professional responsibilities.	Demonstrates awareness of ethical expectations but may require guidance when addressing complex student situations.	Demonstrates sound professional judgment and ethical decision making when supporting students.	Demonstrates strong ethical leadership and contributes to thoughtful problem solving when addressing complex student situations. Decisions, actions, and outcomes are documented and traceable through professional records, collaborative processes, and service documentation.
Compliance with Ethical and Legal Responsibilities			
Demonstrates limited awareness of ethical or legal responsibilities associated with role.	Demonstrates general awareness of ethical and legal responsibilities but implementation may be inconsistent.	Consistently follows ethical and legal expectations related to professional practice.	Supports colleagues in understanding ethical, legal, and professional responsibilities related to student services.
Professional Conduct and Judgment			
Conduct or decision making may undermine professional trust or responsibilities.	Conduct is generally professional but may require occasional guidance.	Demonstrates professional conduct and sound judgment when working with students, families, and staff.	Models professionalism and contributes to a culture of ethical and responsible practice.

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
2d. Professional Boundaries and Ethical Conduct	Observation of professional interactions with students, staff, and families demonstrating appropriate boundaries, confidentiality, and sound professional judgment	Professional standards documentation; ethical guidelines; confidentiality agreements; documentation protocols outlining ethical handling of student information	Review of documentation practices or procedural records demonstrating adherence to ethical and legal requirements for student information and service delivery	Communication with staff, families, or service providers reflecting professional tone, appropriate information sharing, and adherence to confidentiality expectations	Participation in multidisciplinary meetings or consultation with administrators or support teams to address ethical considerations or complex student situations	Evidence that professional conduct, confidentiality practices, and ethical decision-making support student trust, safe services, and compliance with professional standards	Goal 4 – Safe, Supportive, and Ethical School Environments

2E ORGANIZING SERVICE SPACE AND ACCESS TO SUPPORTS

Focus: The Teacher Specialist (Type I) ensures that physical space, materials, digital systems, and access procedures are organized to support safe, confidential, and effective delivery of student services.

Guiding Question: To what extent does the Teacher Specialist (Type I) organize service environments and systems so that students can access supports safely, confidentially, and efficiently (infrastructure and operational readiness)?

Unsatisfactory	Basic	Proficient	Distinguished
Service space, materials, or systems are disorganized or unsuitable for service delivery. Privacy, safety, or confidentiality may be compromised. Students may encounter barriers to accessing services or supports.	Service space and materials allow services to occur, but organization, privacy, or accessibility may be inconsistent. Procedures for accessing services may exist but are not always clear or consistently implemented.	Service spaces, materials, and systems are organized and support safe, confidential, and effective service delivery. Procedures allow students to access services appropriately and efficiently based on identified needs.	Service spaces, materials, and systems are intentionally organized to maximize safety, confidentiality, accessibility, and effectiveness of services. The specialist refines procedures and supports others in establishing environments that improve student access to services and supports.
Critical Attributes / Evaluator Look Fors			
Service Space Supports Privacy and Confidentiality			
Service space does not adequately support privacy or confidentiality. Student records or materials may be unsecured or visible.	Service space generally allows confidentiality, but organization or safeguards may require occasional reminders or adjustment.	Service space supports privacy and confidentiality. Student records, materials, and service documentation are securely maintained.	Service environments and systems are intentionally organized to ensure strong confidentiality protections and serve as a model for others.
Environment Supports Safe Service Delivery			
Service environment creates potential safety concerns or limits appropriate supervision during service delivery.	Service environment supports basic safety, but organization may occasionally limit efficiency or supervision.	Environment supports safe and appropriate delivery of services. Space arrangement allows effective supervision and interaction.	Service environments are proactively organized to ensure safe, efficient, and effective delivery of services across contexts.
Student Access Systems for Services			
Systems for requesting or scheduling services are unclear or inconsistently implemented, creating barriers for students.	Procedures for accessing services exist but may require clarification or support for consistent use.	Clear procedures allow students and staff to request or schedule services efficiently and appropriately.	Access systems are consistently implemented and refined to improve efficiency and equitable access to services.

Organization of Materials and Resources			
Materials, tools, or service resources are disorganized, incomplete, or difficult to locate when needed.	Materials and resources are available, but organization may occasionally require adjustment.	Materials and resources are organized and readily accessible to support service delivery.	Materials and resources are intentionally organized to support efficient and responsive services and may serve as a model for others.
Digital Systems Support Secure Documentation			
Digital or documentation systems are disorganized or insufficiently secured, risking inaccurate or incomplete records.	Digital systems support documentation but may require guidance to ensure consistent organization or security.	Digital systems support accurate documentation and secure records management.	Digital systems are organized, secure, and consistently maintained to support efficient documentation and reliable service records.

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
2e. Organizing Service Space and Access to Supports	Observation of service space organization demonstrating privacy, safety, and accessibility for students receiving services	Service space guidelines; confidentiality procedures; scheduling systems; service request forms; materials and resources organized for service delivery; digital documentation systems	Review of service scheduling data, access logs, or referral patterns showing how students access services and supports	Communication with students, staff, or families explaining procedures for accessing services or scheduling support	Collaboration with counselors, Child Study Team (CST) members, administrators, or support teams to coordinate access to services and ensure confidentiality and appropriate service delivery	Evidence that organized service environments and systems support efficient student access, confidentiality, and effective service delivery	Goal 3 – Operational Effectiveness and Efficient Systems

DOMAIN 3 · SERVICE DELIVERY AND STUDENT IMPACT

The Teacher Specialist (Type I) ability to deliver responsive, evidence-based services that are aligned to student needs and plans, and to monitor and adjust services based on data to maximize student outcomes.

- **Domain Focus:** Evidence-based service delivery, data-informed decision making, and continuous improvement

Core Components

- 3a. Responsiveness to student needs
- 3b. Use of evidence-based practices
- 3c. Engagement of students and families
- 3d. Monitoring progress and adjusting services
- 3e. Documentation of service delivery and outcomes

3A RESPONSIVENESS TO STUDENT NEEDS

Focus: Delivering services that are intentionally responsive to individual student needs, strengths, and evolving circumstances. Responds to academic, behavioral, and social emotional needs through appropriate services and supports.

Guiding Question: To what extent does the Teacher Specialist (Type I) deliver services that are responsive to students' individual needs and adjust in response to student progress or changing conditions?

Unsatisfactory	Basic	Proficient	Distinguished
Services are not responsive to student needs or plans. Interventions are generic or misaligned, and adjustments are minimal or absent.	Services respond to student needs inconsistently or primarily after issues arise. Adjustments are reactive rather than intentional.	Services are responsive and aligned to student needs and plans. The Teacher Specialist (Type I) adjusts delivery based on student response and data.	The Teacher Specialist (Type I) anticipates student needs, proactively adjusts services, and supports others in responsive service delivery.
Critical Attributes / Evaluator Look Fors			
Clarity and Alignment of Services to Student Needs			
Services lack clear purpose or alignment to identified student needs or service goals.	Services demonstrate general purpose but alignment to student needs may be inconsistent.	Services are clearly aligned to identified student needs and service goals.	Services are strategically designed and adjusted to address student needs and support positive student outcomes.
Student Access to Services			
Students experience barriers to accessing services or supports. Access procedures may be unclear, inconsistent, or not followed.	Access to services is available, but procedures may be inconsistently implemented and barriers to access may remain.	Students are able to access services in a timely and appropriate manner based on identified needs and established procedures.	Access to services is actively facilitated through clearly implemented procedures to ensure students receive appropriate assistance in a timely manner.
Removal of Bias and Barriers			
Practices may unintentionally reinforce barriers or bias that affect student access to services.	Demonstrates awareness of potential barriers or bias but responses may be inconsistent.	Demonstrates practices that support equitable access to services and address barriers affecting students.	Actively identifies and addresses barriers or bias that may affect student access to services and supports.

Cultural Awareness and Responsiveness			
Demonstrates limited awareness of cultural, linguistic, or contextual factors that may influence student experiences.	Demonstrates awareness of cultural differences but responses may be inconsistent.	Demonstrates cultural awareness and uses responsive practices when facilitating services and supports.	Demonstrates strong cultural responsiveness and adjusts services to reflect students' cultural, linguistic, and community contexts.
Student Engagement in Services			
Students appear disengaged or minimally involved in the service process.	Students participate but engagement may be inconsistent.	Students are actively engaged in services and understand the purpose of supports provided.	Students actively participate in the service process and demonstrate increasing ownership of their goals and supports. Recognition of social emotional indicators affecting student engagement and well-being.
Student Agency and Wellbeing			
Demonstrates limited effort to support student understanding of their needs or wellbeing.	Provides opportunities for students to discuss their needs but facilitation may be limited.	Supports students in understanding their needs and identifying strategies that support wellbeing.	Empowers students to act as active stewards of their wellbeing and participate in identifying strategies that support success.
Responsiveness to Student Needs During Services			
Demonstrates limited responsiveness to student needs and may not consistently follow documented service requirements.	Demonstrates awareness of student needs but adjustments or follow-through with documented services may be inconsistent.	Responds appropriately to student needs and delivers services consistent with documented plans, accommodations, or interventions.	Demonstrates strong responsiveness and adapts services to strengthen student support and engagement while ensuring documented services are delivered as required. Actions and outcomes are documented and traceable through service records and progress monitoring.

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
3a. Responsiveness to Student Needs	Observation of service delivery demonstrating responsiveness to student needs, adjustments during services, and supportive interactions that address academic, behavioral, or social-emotional needs	Service plans; intervention documentation; counseling notes; support plans; documentation of adjustments to services based on student needs	Review of attendance data, behavioral indicators, academic progress monitoring, social-emotional indicators, or health-related data informing service adjustments	Communication with students, families, and staff regarding student needs, service adjustments, or strategies to support student engagement and well-being	Collaboration with Child Study Team (CST) members, counselors, administrators, and support teams to coordinate responsive supports and address emerging student needs	Evidence that services respond to student needs and contribute to improved student engagement, attendance, behavior, academic participation, or social-emotional well-being	Goal 4 – Safe, Supportive, and Inclusive School Environments

3B USE OF EVIDENCE-BASED PRACTICES

Focus: Applying evidence-based practices and strategies appropriate to the Teacher Specialist (Type I) role and student needs.

Guiding Question: To what extent does the Teacher Specialist (Type I) implement evidence-based practices with fidelity and professional judgment?

Unsatisfactory	Basic	Proficient	Distinguished
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Practices used are inappropriate, outdated, or not supported by evidence.	Evidence-based practices are used inconsistently or without full understanding.	Evidence-based practices are consistently implemented and aligned to student needs and role expectations.	The Teacher Specialist (Type I) demonstrates advanced expertise, refines practice, and supports others in implementing evidence-based strategies.
Critical Attributes / Evaluator Look Fors			
Selection of Evidence-Based Practices			
Demonstrates limited awareness of evidence-based practices appropriate to the role.	Demonstrates awareness of evidence-based practices but selection may not consistently align with student needs.	Selects evidence-based practices appropriate to the Teacher Specialist (Type I) role and aligned with identified student needs.	Selects and strategically applies evidence-based practices that address diverse student needs and strengthen service outcomes.
Use of Student Indicators to Inform Practice			
Demonstrates limited awareness of relevant student indicators such as attendance, behavior, academic progress, health, or social-emotional needs when selecting practices.	Demonstrates awareness of student indicators but use of this information to inform practices may be inconsistent.	Uses relevant student indicators and risk factors to inform the selection and implementation of appropriate practices.	Uses multiple student indicators and patterns of risk to guide the selection and adjustment of practices that support student needs.
Implementation with Fidelity			
Practices used may be inconsistent, ineffective, or not reflective of established evidence-based approaches.	Attempts to implement evidence-based practices but fidelity of implementation may be inconsistent.	Implements evidence-based practices with fidelity to support identified student needs and service goals.	Implements evidence-based practices with fidelity and adapts strategies appropriately to strengthen student support and engagement.
Alignment with Documented Plans and Student Needs			
Practices are not aligned with documented plans, student needs, or service goals.	Demonstrates some alignment with documented plans but implementation may be inconsistent.	Evidence-based practices are aligned with documented plans, student needs, and service goals.	Evidence-based practices are intentionally aligned with student needs, risk indicators, and documented plans to strengthen service effectiveness.
Documentation and Monitoring of Practice Impact			
Demonstrates limited documentation of practices or outcomes	Documentation of practices or outcomes may occur but is inconsistent or incomplete.	Documents practices and monitors their effectiveness through appropriate service records or monitoring tools.	Maintains documented practices that track and trace the implementation and impact of services, supporting reflection and adjustment to strengthen outcomes.

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
3b. Use of Evidence-Based Practices	Observation of service delivery demonstrating the use of research-supported strategies, interventions, or support practices aligned to student needs	Intervention frameworks; professional practice guidelines; documented service strategies; program models or protocols guiding service delivery	Analysis of student data such as attendance, behavior, academic progress, or social-emotional indicators used to select and adjust evidence-based practices	Communication with staff, families, or support teams explaining recommended practices, strategies, or interventions aligned to student needs	Collaboration with counselors, Child Study Team (CST) members, administrators, or professional learning teams to select, implement, or refine evidence-based practices	Evidence that the implementation of evidence-based practices contributes to improved student engagement, attendance, behavior, academic participation, or social-emotional outcomes	Goal 1 – Advance Instructional Excellence by Cultivating a High-Performing Workforce

3C ENGAGEMENT OF STUDENTS AND FAMILIES

Focus: Engaging students and families, as appropriate, to support understanding, participation, and progress.

Guiding Question: To what extent does the Teacher Specialist (Type I) effectively engage students and families to support service goals and student outcomes?

Unsatisfactory	Basic	Proficient	Distinguished
Engagement of students or families is minimal, inconsistent, or ineffective.	Engagement is present but inconsistent or limited in impact.	The Teacher Specialist (Type I) engages students and families appropriately and effectively to support service goals.	Engagement strategies are purposeful, culturally responsive, and strengthen partnerships that enhance student outcomes.
Critical Attributes / Evaluator Look Fors			
Use of Multiple Data Sources			
Demonstrates limited awareness or use of relevant data sources when supporting students.	Uses some data sources but use may be inconsistent or limited.	Uses multiple relevant data sources to inform service planning and student support.	Uses multiple data sources to track, trace, and verify outcomes that inform professional actions and service decisions.
Monitoring Risk Indicators			
Demonstrates limited awareness of indicators that may signal student risk or need for support.	Recognizes some indicators of student need but monitoring may be inconsistent or reactive.	Monitors relevant risk indicators such as attendance, behavior, academic progress, health, or social-emotional concerns to support students.	Consistently monitors multiple risk indicators to identify emerging needs and guide timely intervention and coordinated support.
Analysis of Data and Trends			
Demonstrates limited ability to interpret available data.	Reviews data but analysis of trends or patterns may be limited.	Analyzes available data to identify patterns that inform student supports.	Analyzes trends across multiple data sources to identify patterns that guide service decisions and interventions.
Tracking Student Outcomes			
Demonstrates limited tracking of outcomes related to services or interventions.	Tracks some outcomes but documentation or follow-through may be inconsistent.	Tracks student outcomes related to services and interventions.	Maintains documentation that tracks and traces outcomes to evaluate the effectiveness of services and supports.
Adjustment of Services Based on Evidence			
Demonstrates limited adjustment of services based on available evidence.	Demonstrates awareness that adjustments may be needed but changes may be inconsistent.	Adjusts services appropriately based on student progress and available evidence.	Uses documented evidence and outcomes to refine services and strengthen student support.

Sources of Evidence

Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
3c. Engagement of Students and Families	Observation of interactions with students and families demonstrating respectful communication, encouragement of	Documentation of family communication; meeting notes; service plans reflecting student or family input; informational materials	Review of participation data, engagement indicators, or service follow-up data demonstrating student or family involvement in	Communication with students and families regarding services, progress, support strategies, or access to resources	Collaboration with families, teachers, counselors, Child Study Team (CST) members, and support staff to coordinate services and	Evidence that engagement with students and families supports improved student participation, engagement in services,	Goal 4 – Safe, Supportive, and Inclusive School Environments

participation, and efforts to involve students and families in service planning	provided to families about services or supports	support processes		support student goals	or progress toward identified goals	
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3D MONITORING PROGRESS AND ADJUSTING SERVICES

Focus: Using data and professional judgment to monitor progress and adjust services to improve outcomes.

Guiding Question: To what extent does the Teacher Specialist (Type I) use data to monitor student progress and adjust services to improve effectiveness?

Unsatisfactory	Basic	Proficient	Distinguished
Progress is not monitored or data is not used to inform service adjustments.	Progress is monitored inconsistently, and adjustments are limited or delayed.	Progress is monitored regularly, and services are adjusted intentionally based on data and observation.	Data is used strategically to inform decisions, support team planning, and improve outcomes across settings.
Critical Attributes / Evaluator Look Fors			
Monitoring Student Progress			
Demonstrates limited monitoring of student progress related to services or interventions.	Demonstrates awareness of student progress but monitoring may be inconsistent.	Monitors student progress related to services and interventions.	Consistently monitors student progress to evaluate service effectiveness and guide support decisions.
Evaluation of Service Effectiveness			
Demonstrates limited evaluation of whether services or supports are effective.	Demonstrates awareness that services should be evaluated but evaluation may be inconsistent.	Evaluates the effectiveness of services and interventions in supporting student needs.	Uses available evidence and documented progress to evaluate service effectiveness and strengthen supports.
Adjustment of Services Based on Evidence			
Demonstrates limited adjustment of services when progress or outcomes indicate change is needed.	Recognizes when adjustments may be necessary, but changes may be inconsistent.	Adjusts services appropriately based on student progress and available evidence.	Makes timely adjustments to services based on documented evidence and student progress.
Documentation of Progress Monitoring			
Documentation of student progress related to services is limited or incomplete.	Documentation of student progress may occur but may be inconsistent.	Maintains documentation that reflects student progress and services provided.	Maintains documentation that tracks and traces student progress and outcomes to inform service adjustments and strengthen student support.
Coordination of Adjusted Supports			
Adjustments to services may occur without coordination with relevant staff or supports.	Demonstrates some coordination when adjusting services but collaboration may be inconsistent.	Coordinates adjustments with relevant staff or service providers when appropriate.	Coordinates adjustments across supports to ensure continuity of services and effective student support.

Sources of Evidence

Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
3d. Monitoring	Observation of service	Progress monitoring	Analysis of attendance	Communication with	Collaboration with Child	Evidence that monitoring	Goal 2 – Empower Data-

Progress and Adjusting Services	delivery where the Teacher Specialist references student progress, adjusts supports, or responds to student needs during services	tools; service logs; intervention tracking documents; student support plans documenting adjustments to services	trends, behavioral indicators, academic progress monitoring, social-emotional indicators, or intervention outcome data used to evaluate service effectiveness	staff, families, or support teams regarding student progress, adjustments to supports, or recommended changes to service strategies	Study Team (CST) members, counselors, administrators, Multi-Tiered System of Supports (MTSS) teams, or support staff to review progress data and adjust student supports	and adjustment of services contribute to improved student engagement, attendance, behavior, academic participation, or well-being	Driven Decision Making and Accountability
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3E DOCUMENTATION OF SERVICE DELIVERY AND OUTCOMES

Focus: Accurately documenting service delivery, progress, and outcomes to inform decision-making and ensure accountability.

Guiding Question: To what extent does the Teacher Specialist (Type I) document services and outcomes accurately and use documentation to support effective decision-making?

Unsatisfactory	Basic	Proficient	Distinguished
Documentation is incomplete, inaccurate, or not aligned to services delivered.	Documentation meets minimum requirements but is inconsistently used to inform decisions.	Documentation is accurate, timely, and aligned to services delivered and student outcomes.	Documentation clearly tracks and traces service delivery and outcomes and is leveraged to inform planning, improve practice, and support system-level decision-making.
Critical Attributes / Evaluator Look Fors			
Accuracy and Completeness of Documentation			
Documentation is incomplete, inaccurate, or missing for services delivered.	Documentation meets minimum requirements but may contain inconsistencies or omissions.	Documentation is accurate, complete, and reflects services delivered.	Documentation is consistently accurate and complete, providing a clear record of services and outcomes.
Alignment of Documentation to Services Delivered			
Documentation does not clearly reflect services delivered or interventions provided.	Documentation reflects services delivered but alignment may be inconsistent.	Documentation aligns with services delivered and related student supports.	Documentation clearly aligns with services delivered and supports monitoring of service effectiveness.
Documentation of Student Outcomes			
Documentation does not reflect outcomes related to services or supports.	Documentation reflects some outcomes but may be inconsistent or incomplete.	Documentation reflects outcomes associated with services and interventions.	Documentation clearly tracks and traces outcomes related to services and supports.
Use of Documentation to Inform Decisions			
Documentation is rarely used to inform service decisions or adjustments.	Documentation may inform decisions, but use is inconsistent.	Documentation is used to inform decisions about services and supports.	Documentation is consistently used to guide decision making and adjustments to services.
Use of Documentation to Strengthen Practice and Systems			
Documentation is not used to improve practice or systems of support.	Documentation may contribute to reflection but impact on practice is limited.	Documentation supports reflection and improvement of services.	Documentation is leveraged to inform planning, improve practice, and support system-level decision making.

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
3e. Documentation of Service Delivery and Outcomes	Observation of the Teacher Specialist referencing documentation to guide services, discuss student progress, or explain supports being delivered	Service logs; case management records; progress monitoring documentation; student support plans; intervention tracking records	Review of documented student progress data, service delivery records, and outcome tracking systems used to evaluate the effectiveness of supports	Communication with staff, families, or service teams referencing documented services, progress updates, or recommended adjustments to supports	Collaboration with Child Study Team (CST) members, counselors, administrators, or support teams reviewing documented service records and student outcomes	Evidence that documentation clearly tracks service delivery and outcomes and supports decision making to strengthen services and student supports	Goal 3 – Operational Effectiveness and Efficient Systems

DOMAIN 4 · PROFESSIONAL RESPONSIBILITY AND COLLABORATION

The Teacher Specialist (Type I) ability to fulfill professional responsibilities through accurate documentation, ethical collaboration, advocacy, reflective practice, and contributions that support student outcomes and system effectiveness.

- **Domain Focus:** Professional integrity, compliance, and results

Core Components

- 4a. Accurate documentation reporting and integrity
- 4b. Collaboration with staff and families
- 4c. Advocacy for students and equity
- 4d. Reflection on practice and professional learning
- 4e. Contribution to school culture and improvement
- 4f. Using evidence of outcomes to guide continuous improvement

4A ACCURATE DOCUMENTATION REPORTING AND INTEGRITY

Focus: Maintaining accurate, timely, and compliant documentation that supports continuity of services, professional integrity, and informed decision making.

Guiding Question: To what extent does the Teacher Specialist (Type I) maintain accurate and timely documentation and use it to support effective decision making and continuity of student services?

Unsatisfactory	Basic	Proficient	Distinguished
Documentation is incomplete, inaccurate, untimely, or non-compliant compromising services or records.	Documentation meets basic requirements but may lack consistency clarity or timely completion.	Documentation is accurate, timely compliant and aligned to services and outcomes.	Documentation is used strategically to improve practice support team decisions and strengthen system level documentation integrity.
Critical Attributes / Evaluator Look Fors			
Accuracy and Completeness of Documentation			
Documentation is incomplete inaccurate or missing required information.	Documentation includes required information but may contain inconsistencies or omissions.	Documentation is accurately completed and reflects services provided.	Documentation is consistently accurate, complete, and clearly reflects services and outcomes.
Timeliness of Documentation and Reporting			
Documentation is frequently late, incomplete, or not submitted when required.	Documentation is submitted but timeliness may be inconsistent.	Documentation is completed and submitted within required timelines.	Documentation is consistently timely supporting continuity of services and informed decision making.
Alignment of Documentation to Services Provided			
Documentation does not clearly reflect services provided or student needs.	Documentation reflects services but alignment may be inconsistent.	Documentation aligns with services provided and relevant student needs.	Documentation clearly aligns with services and supports monitoring of service effectiveness.
Compliance with Procedures and Requirements			

Documentation does not meet required procedures, policies, or legal expectations.	Documentation meets basic requirements, but compliance may be inconsistent.	Documentation meets required procedures, policies, and legal expectations.	Documentation consistently demonstrates compliance with required procedures policies and legal expectations.
Confidentiality and Ethical Handling of Records			
Records may be mishandled, shared inappropriately or not protected.	Demonstrates awareness of confidentiality expectations but practice may be inconsistent.	Maintains confidentiality and protects sensitive student information appropriately.	Demonstrates strong professional judgment and consistently protects confidentiality and ethical handling of records.
Use of Documentation to Support Decisions			
Documentation is rarely used to support service decisions.	Documentation may be referenced when making decisions, but use is inconsistent.	Documentation supports service decisions and continuity of services.	Documentation is used strategically to inform decisions, strengthen practice and support coordinated services.

Sources of Evidence

Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
4a. Accurate Documentation Reporting and Integrity	Observation of the Teacher Specialist referencing documentation during meetings, service discussions, or decision-making processes related to student supports	Service logs; student records; compliance reports; documentation of services provided; required reports and forms aligned to student services	Review of documentation systems, reporting timelines, and service records demonstrating accurate and timely documentation practices	Communication with staff, families, or administrators referencing documentation related to services, student progress, or required reporting	Collaboration with Child Study Team (CST) members, counselors, administrators, or support teams reviewing documentation to coordinate student supports and services	Evidence that accurate and timely documentation supports coordinated services, informed decision-making, and continuity of student supports	Goal 3 – Operational Effectiveness and Efficient Systems

4B COLLABORATION WITH STAFF AND FAMILIES

Focus: Engaging in purposeful, professional collaboration to support student needs and service effectiveness. Collaborates with staff and families to support students' social emotional well-being and access to services.

Guiding Question: To what extent does the Teacher Specialist (Type I) collaborate with staff and families in ways that meaningfully support student outcomes?

Unsatisfactory	Basic	Proficient	Distinguished
Collaboration is minimal, inconsistent, or ineffective, limiting shared understanding or impact.	Collaboration occurs but is uneven or primarily informational.	Collaboration is consistent, professional, and supports coordinated services, clear follow-up, and outcomes for students.	The Teacher Specialist (Type I) facilitates collaboration, strengthens partnerships, and supports shared problem-solving to improve outcomes.
Critical Attributes / Evaluator Look Fors			
Communication with Staff Regarding Student Needs			
Communication with staff about student needs or services is limited, unclear or absent.	Communicates with staff about student needs but communication may be inconsistent or lack clarity.	Communicates clearly and appropriately with staff regarding student needs, services and supports.	Communicates consistently and effectively with staff to support coordinated services and student wellbeing.

Collaboration with Educators and Support Personnel			
Demonstrates limited collaboration with educators or support staff.	Collaborates with staff when prompted but collaboration may be inconsistent.	Collaborates with educators and support personnel to coordinate services and supports for students.	Engages staff in meaningful collaboration that strengthens coordinated support for students.
Engagement with Parents or Guardians			
Demonstrates limited engagement with parents or guardians regarding student needs or services	Communicates with parents or guardians but engagement may be inconsistent or limited.	Engages parents or guardians appropriately regarding student needs services and supports.	Builds strong partnerships with parents or guardians to support student wellbeing and success.
Coordination with External Partners			
Demonstrates limited coordination with external agencies or service providers when appropriate.	Coordinates with external partners when prompted but coordination may be inconsistent.	Coordinates appropriately with external partners to support student services when needed.	Facilitates effective coordination among staff families and external partners to strengthen student supports.
Respectful and Culturally Responsive Communication			
Communication may not demonstrate respect, cultural awareness, or responsiveness to family needs.	Demonstrates awareness of respectful communication but practices may be inconsistent.	Communicates respectfully and demonstrates cultural awareness when working with staff and families.	Consistently demonstrates respectful culturally responsive communication that strengthens collaboration and trust.

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
4b. Collaboration with Staff and Families	Observation of professional interactions with staff, families, or service teams demonstrating coordination of student supports and respectful communication	Meeting notes with action items; collaboration logs; service coordination documentation; records of family meetings; documentation of coordinated support plans	Review of student support data, service coordination records, or program data demonstrating collaborative planning for student supports	Communication with teachers, administrators, families, or support personnel regarding student needs, services, and follow-up actions	Participation in Child Study Team (CST) meetings, multidisciplinary team meetings, Multi-Tiered System of Supports (MTSS) teams, family conferences, or coordination meetings addressing student needs	Evidence that collaboration with staff and families supports coordinated services and improved student engagement, participation, or outcomes	Goal 4 – Safe, Supportive, and Inclusive School Environments

4C ADVOCACY FOR STUDENTS AND EQUITY

Focus: Advocating for student needs, access, and equity within the scope of the Teacher Specialist (Type I) role.

Guiding Question: To what extent does the Teacher Specialist (Type I) advocate for equitable access to services and supports for students?

Unsatisfactory	Basic	Proficient	Distinguished
Rarely advocates for student needs or equitable access to services.	Advocates for students when prompted or in limited situations.	Consistently advocates for student needs and equitable access within professional responsibilities.	Demonstrates leadership in advocacy by identifying barriers, supporting systemic improvements, and promoting equity beyond individual cases.

Critical Attributes / Evaluator Look Fors			
Advocacy for Student Access and Support			
Demonstrates limited advocacy for students whose needs may not be fully addressed.	Advocates for students when prompted but actions may be inconsistent.	Advocates for students to ensure appropriate services, supports and opportunities.	Consistently advocates for students and works with others to strengthen access to services and supports.
Promotion of Equitable Practices			
Demonstrates limited awareness of equitable practices when supporting students.	Demonstrates awareness of equity considerations but actions may be inconsistent.	Promotes equitable practices that support student access to services.	Actively promotes equitable practices that strengthen student access and opportunity.
Inclusion of Student Voice and Perspective			
Demonstrates limited consideration of student voice when supporting students.	Considers student perspectives but inclusion may be inconsistent.	Considers student voice and perspective when planning services and supports.	Encourages and values student voice to strengthen services and support student wellbeing.
Collaboration to Address Student Needs			
Demonstrates limited collaboration with staff families or partners to address student needs.	Collaborates with others when prompted but coordination may be inconsistent.	Collaborates with staff families and partners to address student needs.	Facilitates collaboration among staff families and partners to strengthen student supports.

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
4c. Advocacy for Students and Equity	Observation of the Teacher Specialist advocating for student needs, access to services, or removal of barriers during meetings or service planning discussions	Documentation of advocacy actions; referral records; service recommendations; intervention plans addressing student needs or barriers to access	Analysis of attendance patterns, behavioral indicators, academic progress monitoring, or social-emotional indicators used to identify students needing additional support	Communication with staff, families, administrators, or support teams advocating for appropriate services, accommodations, or interventions	Collaboration with Child Study Team (CST) members, counselors, administrators, Multi-Tiered System of Supports (MTSS) teams, and external partners to address student needs and ensure equitable access to services	Evidence that advocacy efforts contribute to improved access to services, removal of barriers, and stronger student engagement or participation	Goal 4 – Safe, Supportive, and Inclusive School Environments

4D REFLECTION ON PRACTICE AND PROFESSIONAL LEARNING

Focus: Engaging in ongoing professional learning and reflection to improve practice and effectiveness.

Guiding Question: To what extent does the Teacher Specialist (Type I) engage in professional learning and reflection that leads to improved professional practice?

Unsatisfactory	Basic	Proficient	Distinguished
Does not engage meaningfully in professional learning or reflection.	Engages in professional learning when required, with limited application to practice.	Engages in ongoing professional learning and reflection and applies learning to improve practice.	Uses reflection and learning to refine practice, share expertise, and support the professional growth of others.
Critical Attributes / Evaluator Look Fors			

Reflection on Professional Practice			
Demonstrates limited reflection on services or professional practices.	Reflects on services or professional practices but reflection may be general or inconsistent.	Reflects on professional practice to strengthen services and student support.	Demonstrates thoughtful reflection on practice that informs improvements in services and supports.
Use of Evidence to Inform Reflection			
Reflection is not connected to evidence outcomes or service results.	Reflection references some evidence but connections to practice may be limited.	Reflection considers evidence including student needs, services provided and outcomes.	Reflection consistently incorporates evidence of services and outcomes to guide professional growth and improved practice.
Application of Professional Learning			
Demonstrates limited effort to engage in professional learning or improve practice.	Participates in professional learning but application to practice may be inconsistent.	Applies professional learning to strengthen services and professional practice.	Integrates professional learning into practice to strengthen services and improve student support systems.
Adjustment of Professional Practice			
Professional practices remain unchanged despite evidence that improvement may be needed.	Demonstrates awareness that changes may be needed but adjustments may be inconsistent.	Adjusts professional practices based on reflection evidence and learning.	Consistently refines professional practice based on reflection evidence and professional learning.
Contribution to Professional Growth and Improvement			
Demonstrates limited contribution to professional growth within the school or team.	Shares ideas or learning occasionally but impact may be limited.	Contributes to professional discussions that strengthen student services.	Shares expertise and insights that support professional learning and improvement across teams.

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
4d. Reflection on Practice and Professional Learning	Observation of the Teacher Specialist discussing reflection on services, lessons learned, or adjustments made to improve student supports	Professional learning records; reflection logs; professional growth plans; documentation of adjustments made to services based on reflection or learning	Review of student outcome data, service results, or program data used to inform reflection and improvement of professional practice	Communication with staff or administrators regarding professional learning, reflection on practice, or adjustments to services	Participation in professional learning communities, team reflection meetings, or professional development sessions focused on improving services	Evidence that reflection and professional learning lead to improved service delivery, stronger student supports, or enhanced professional practices	Goal 1 – Advance Instructional Excellence by Cultivating a High-Performing Workforce

4E CONTRIBUTION TO SCHOOL CULTURE AND IMPROVEMENT

Focus: Contributing to a positive school culture and continuous improvement within the scope of the Teacher Specialist (Type I) role.

Guiding Question: To what extent does the Teacher Specialist (Type I) contribute to school culture and improvement efforts in meaningful and sustained ways?

Unsatisfactory	Basic	Proficient	Distinguished
Minimal or no contribution to school or district initiatives.	Participates in initiatives when required but with limited impact.	Contributes positively and consistently to school culture and improvement efforts.	Plays a leadership role in improvement efforts, influencing practices or outcomes beyond assigned responsibilities.

Critical Attributes / Evaluator Look Fors			
Professional Conduct			
Professional conduct may be inconsistent or inappropriate in interactions with students, staff, or families.	Demonstrates generally appropriate professional conduct but may require occasional reminders.	Demonstrates professional conduct in interactions with students, staff, and families.	Models professionalism and supports a culture of respectful professional practice.
Ethical Decision Making			
Demonstrates limited awareness of ethical expectations when addressing student situations.	Demonstrates awareness of ethical expectations but application may be inconsistent.	Demonstrates sound ethical decision making when addressing student situations.	Demonstrates strong ethical leadership when addressing complex student situations.
Reliability and Responsibility			
Professional responsibilities may not be completed consistently or reliably.	Completes responsibilities but consistency or reliability may vary.	Consistently fulfills professional responsibilities and expectations.	Demonstrates strong reliability and supports others in maintaining professional expectations.
Adherence to Professional Standards			
Demonstrates limited adherence to professional standards or expectations.	Demonstrates awareness of professional standards but implementation may be inconsistent.	Consistently adheres to professional standards and expectations.	Promotes professional standards and ethical practice within the school community.

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
4e. Contribution to School Culture and Improvement	Observation of the Teacher Specialist participating in school initiatives, professional interactions, or team activities that support a positive and collaborative school culture	Documentation of participation in school initiatives; committee work; professional responsibilities; contributions to school improvement efforts	Review of program participation data, initiative outcomes, or school improvement data demonstrating contributions to school-wide efforts	Communication with staff, administrators, or teams regarding initiatives, improvement efforts, or professional responsibilities	Collaboration with school teams, committees, or improvement groups working to strengthen school programs, services, or student supports	Evidence that professional contributions support school culture, strengthen team collaboration, or contribute to improved student services or school improvement efforts	Goal 1 – Advance Instructional Excellence by Cultivating a High-Performing Workforce

4F USING EVIDENCE OF OUTCOMES TO GUIDE CONTINUOUS IMPROVEMENT

Focus: Using evidence of outcomes to evaluate service effectiveness, refine professional practice, and strengthen systems that support student wellbeing and success.

Guiding Question: To what extent does the Teacher Specialist (Type I) use evidence of outcomes to evaluate services, improve practice, and strengthen systems of student support?

Unsatisfactory	Basic	Proficient	Distinguished
Demonstrates minimal use of outcome evidence to inform improvement efforts. Reflection and contribution to professional learning are limited or absent.	Reviews some outcomes and participates in improvement or professional learning activities when required but impact may be limited or inconsistently documented. Reflection may be general.	Uses evidence of outcomes to inform improvement efforts and reflects on practice to strengthen results. Contributes to the professional learning community through consistent participation and sharing of practices.	Demonstrates leadership in improvement efforts by using evidence of outcomes to influence practices and strengthen results. Engages in thoughtful reflection and introspection and contributes to the professional learning community in tangible and

			well documented actions. Uses academic, behavioral, attendance, and social emotional indicators when evaluating the impact of services.
Critical Attributes / Evaluator Look Fors			
Review and Analysis of Outcomes			
Demonstrates limited review of outcomes related to services or supports. Outcomes are rarely examined to determine effectiveness.	Reviews some outcomes but analysis may be inconsistent or limited. Connections to improvement may be unclear.	Reviews and analyzes outcomes related to services to determine effectiveness and identify areas for improvement.	Consistently reviews and analyzes outcomes trends and feedback to identify opportunities to strengthen services and supports.
Use of Evidence to Inform Practice			
Evidence or outcome information is rarely used to inform professional practice.	Demonstrates awareness of evidence but application to practice may be inconsistent.	Uses evidence of outcomes to inform professional practice and improve services.	Consistently uses evidence of outcomes and feedback mechanisms to refine practices and strengthen results.
Reflection and Introspection			
Demonstrates limited reflection on professional practice or service effectiveness.	Reflects on practice but reflection may be general or inconsistent.	Engages in thoughtful reflection to strengthen professional practice and service effectiveness.	Engages in deep reflection and introspection that informs meaningful improvements in practice and services.
Active Participation in Learning Communities			
Demonstrates limited participation in professional learning communities.	Participates in professional learning activities when required but engagement may be limited.	Actively participates in professional learning communities and contributes to discussions that support improved practice.	Facilitates or leads professional learning that strengthens practices and contributes to improved outcomes within the learning community.
Application of Learning to Improve Services			
Professional practices remain unchanged despite evidence suggesting improvement may be needed.	Demonstrates awareness that improvement may be needed but application may be inconsistent.	Applies insights from evidence and reflection to strengthen services and student supports.	Consistently applies insights from evidence and reflection to refine services and improve outcomes.
Contribution to the Professional Learning Community			
Demonstrates limited contribution to professional learning within the school or team.	Participates in professional learning activities but contribution may be limited.	Contributes to the professional learning community through sharing practices and supporting improvement efforts.	Demonstrates leadership in improvement efforts by using evidence of outcomes to influence practices and strengthen results. Engages in thoughtful reflection and introspection and contributes to the professional learning community in tangible and well documented ways.

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
4f. Using evidence of outcomes to guide continuous improvement	Observation of the Teacher Specialist discussing student outcomes, reviewing results with teams, or identifying adjustments	Outcome reports; service evaluation summaries; improvement plans; documentation of actions taken to	Analysis of student outcome indicators such as attendance, behavior, academic progress, or social-emotional data used to evaluate	Communication with staff, administrators, families, or support teams regarding results of services and strategies for	Collaboration with Child Study Team (CST) members, counselors, administrators, Multi-Tiered System of Supports (MTSS) teams,	Evidence that review of outcomes leads to improved practices, stronger student supports, and more effective service	Goal 2 – Empower Data-Driven Decision Making and Accountability

	to strengthen services	strengthen services or supports	effectiveness of services	improvement	or professional learning communities to review outcomes and refine services	systems	
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CRITICAL ATTRIBUTE SUMMARY

Evaluator Quick Reference: each component and its critical attributes / look fors.

DOMAIN 1 · PLANNING AND PREPARATION

1a. Knowledge of Students and Individual Plans	• Knowledge of Student Needs and Context • Knowledge and Application of Required Student Plans • Use of Risk Factor Indicators • Alignment of Services to Student Needs and Plans • Equity and Access Considerations • Compliance and Professional Responsibility
1b. Knowledge of Role-Specific Practices	• Knowledge of Professional Standards and Practices • Application of Evidence-Based Practices • Knowledge of Student Support Systems • Use of Data Systems and Information Sources • Alignment with School and District Priorities
1c. Goal Setting Aligned to Student Needs	• Clarity of Service Goals • Alignment to Student Plans • Use of Risk Factor Indicators in Goal Setting • Equity and Access Considerations in Goal Setting
1d. Preparation of Materials, Tools, and Systems	• Organization of Materials and Resources • Digital Access to Student Information and Records • Current and Accurate Student Files and Documentation • Timely Coordination of Student Support Services • Systems for Documentation and Record Management • Coordination with External Partnerships and Community Resources
1e. Compliance with Federal, State, and Local Requirements	• Knowledge of Compliance Requirements • Timeliness of Required Procedures and Documentation • Accuracy and Completeness of Required Documentation • Adherence to Required Protocols and Procedures • Contribution to Compliance Systems
1f. Evidence Design and Outcome Measures	• Alignment of Evidence to Service Goals • Use of Multiple Evidence Sources • Clarity of Outcome Indicators

DOMAIN 2 · SERVICE ENVIRONMENT AND PROFESSIONAL PRACTICE

2a. Safe, Respectful, and Inclusive Service Environment	• Student Safety and Emotional Well Being • Respectful and Supportive Interactions with Students • Confidentiality and Professional Boundaries • Service Space Organization and Privacy • Established Guidelines and Accessible Information • Inclusive and Welcoming Environment
2b. Establishing and Maintaining Routines and Procedures	• Established Service Procedures • Referral and Intake Processes • Service Routines and Scheduling Systems • Timely Response to Student Needs • Coordination with School Staff • Coordination with Parents and External Partners
2c. Managing Time, Space, and Caseload	• Organization of Time and Service Responsibilities • Caseload Management • Prioritization Based on Student Needs and Risk Indicators • Use of Service Space and Access to Services • Timely Response to Student Support Needs
2d. Professional Boundaries and Ethical Conduct	• Professional Boundaries with Students • Confidentiality of Student Information • Ethical Decision Making • Compliance with Ethical and Legal Responsibilities • Professional Conduct and Judgment
2e. Organizing Service Space and Access to Supports	• Service Space Supports Privacy and Confidentiality • Environment Supports Safe Service Delivery • Student Access Systems for Services • Organization of Materials and Resources • Digital Systems Support Secure Documentation

DOMAIN 3 · SERVICE DELIVERY AND STUDENT IMPACT

3a. Responsiveness to Student Needs	• Clarity and Alignment of Services to Student Needs • Student Access to Services • Removal of Bias and Barriers • Cultural Awareness and Responsiveness • Student Engagement in Services • Student Agency and Wellbeing • Responsiveness to Student Needs During Services
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3b. Use of Evidence-Based Practices	• Selection of Evidence-Based Practices • Use of Student Indicators to Inform Practice • Implementation with Fidelity • Alignment with Documented Plans and Student Needs • Documentation and Monitoring of Practice Impact
3c. Engagement of Students and Families	• Use of Multiple Data Sources • Monitoring Risk Indicators • Analysis of Data and Trends • Tracking Student Outcomes • Adjustment of Services Based on Evidence
3d. Monitoring Progress and Adjusting Services	• Monitoring Student Progress • Evaluation of Service Effectiveness • Adjustment of Services Based on Evidence • Documentation of Progress Monitoring • Coordination of Adjusted Supports
3e. Documentation of Service Delivery and Outcomes	• Accuracy and Completeness of Documentation • Alignment of Documentation to Services Delivered • Documentation of Student Outcomes • Use of Documentation to Inform Decisions • Use of Documentation to Strengthen Practice and Systems

DOMAIN 4 · PROFESSIONAL RESPONSIBILITY AND COLLABORATION

4a. Accurate Documentation Reporting and Integrity	• Accuracy and Completeness of Documentation • Timeliness of Documentation and Reporting • Alignment of Documentation to Services Provided • Compliance with Procedures and Requirements • Confidentiality and Ethical Handling of Records • Use of Documentation to Support Decisions
4b. Collaboration with Staff and Families	• Communication with Staff Regarding Student Needs • Collaboration with Educators and Support Personnel • Engagement with Parents or Guardians • Coordination with External Partners • Respectful and Culturally Responsive Communication
4c. Advocacy for Students and Equity	• Advocacy for Student Access and Support • Promotion of Equitable Practices • Inclusion of Student Voice and Perspective • Collaboration to Address Student Needs

4d. Reflection on Practice and Professional Learning	• Reflection on Professional Practice • Use of Evidence to Inform Reflection • Application of Professional Learning • Adjustment of Professional Practice • Contribution to Professional Growth and Improvement
4e. Contribution to School Culture and Improvement	• Professional Conduct • Ethical Decision Making • Reliability and Responsibility • Adherence to Professional Standards
4f. Using evidence of outcomes to guide continuous improvement	• Review and Analysis of Outcomes • Use of Evidence to Inform Practice • Reflection and Introspection • Active Participation in Learning Communities • Application of Learning to Improve Services • Contribution to the Professional Learning Community

KEY TERMS

Glossary of terms used throughout the Teacher Specialist (Type I) framework.

Term	Definition	Where Found in Rubric
Access to Services	The ability of students to receive appropriate supports in a timely and equitable manner	2e, 3a
Behavior Indicators	Observable patterns in student behavior that may signal need for intervention or support	1a, 3a
Child Study Team (CST)	A multidisciplinary team responsible for evaluating students and determining eligibility for special education services	1b, 4c
Confidentiality	Protection of student information in accordance with legal and ethical standards	1e, 4b
Data-Informed Service Delivery	Use of student data to plan, implement, and adjust services	1a, 3a, 3d
Family Educational Rights and Privacy Act (FERPA)	Federal law protecting the privacy of student education records and governing access and sharing of student information	1e, 4b
Free Appropriate Public Education (FAPE)	A legal requirement ensuring students with disabilities receive appropriate educational services at no cost to families	1e, 2c
Health Insurance Portability and Accountability Act (HIPAA)	Federal law protecting the privacy and security of health information	1e, 4b
Individualized Education Program (IEP)	A legally required plan outlining special education services and goals for a student with a disability	1a, 1e, 3a
Individualized Family Service Plan (IFSP)	A legally required plan outlining early intervention services for infants and toddlers (birth to age 3) with developmental delays, including family-centered goals and supports	1a, 1e
Individuals with Disabilities Education Act (IDEA)	Federal law governing special education services and ensuring rights for students with disabilities	1e, 2c
Intervention	A targeted strategy or support designed to address identified student needs	3a
Intervention Response	The degree to which a student demonstrates improvement following implementation of an intervention	1a, 3a, 3d
Multi-Tiered System of Supports (MTSS)	A framework that provides tiered levels of academic and behavioral support based on student need	1b, 2c, 3a
Progress Monitoring	Ongoing tracking of student performance to evaluate effectiveness of services and interventions	1f, 3d
Related Services	Support services (e.g., counseling, occupational therapy, physical therapy) required to assist a student in benefiting from education	1a, 3a
Response to Intervention (RTI)	A multi-tiered approach to early identification and support of students with learning and behavior needs	1b, 3a
Risk Indicators	Data points signaling potential barriers to student success across academic, behavioral, or social-emotional domains	1a, 3a
Section 504 Plan (504 Plan)	A plan that provides accommodations and supports for students with disabilities under Section 504 of the Rehabilitation Act	1a, 1e
Service Delivery	The implementation of supports, interventions, or specialized services to meet identified student needs	3a
Service Documentation	Accurate and timely recording of services, progress, and compliance requirements	1e, 4b

Term	Definition	Where Found in Rubric
Student Assistance Program (SAP)	A school-based program designed to identify and support students experiencing behavioral, emotional, or substance-related challenges through a structured team process	1b, 2c
Student Needs Assessment	The process of identifying student academic, behavioral, or social-emotional needs using data and multiple sources of evidence	1a
Student Support Systems	Coordinated school structures (e.g., Multi-Tiered System of Supports Multi-Tiered System of Supports (MTSS), Child Study Team (CST), Student Assistance Program (SAP) that identify and address student needs	1b, 2c, 3a
Teacher Specialist (Type I)	A professional who provides direct and consultative services to support student academic, behavioral, and social-emotional needs through targeted interventions and coordinated supports	Framework Overview