



Florida's Evaluation Model and Guide for Specialized Exceptional Student Education Professionals

Student Support Services Project, University of South Florida
Bureau of Exceptional Education and Student Services
Division of Public Schools, Florida Department of Education

This document was developed by the Student Support Services Project, University of South Florida, a special project funded by the Florida Department of Education, Division Public Schools, Bureau of Exceptional Education and Student Services (BEES), through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B and is available online at <http://www.fldoe.org/ese>. For more information on available resources, contact the BEES Resource and Information Center (BRIC).

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Acknowledgements

The content of this document was greatly enhanced by the input provided by the following individuals who participated in the development of the evaluation rubrics.

Mary Ann Ahearn, Florida Diagnostic and Learning Resources System (FDLRS)

Lisa Ard, Escambia County School District

Shelley Ardis, Florida School for the Deaf and the Blind

Susan Bentley, Florida Department of Education (FDOE), Bureau of Exceptional Education and Student Services (BEES)

Martha Bloyer, Florida International University

Misty Bradley, FDOE, BEES

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Mark Cashen, Duval County School District

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Sherry Conrad, Okeechobee County School District

Debbie Cooke, Florida Association of Staff Development

Gria Davison, Student Support Services Project/University of South Florida

Marion Dell, Monroe County School District

Alice Kaye Emery, University of Florida

Tanya English, Wakulla County School District

Maureen Floegel, Orange County School District

Dr. Carolyn Ford, University of South Florida

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George Freeman, St. Johns County School District

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Leanne Grillot, FDOE, BEES

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Karen Hallinan, FDOE, BEES

Lyn Harris, FDLRS, Westgate, Escambia County School District

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Patricia Howell, FDOE, BEES

Rose Iovannone, University of South Florida

Curtis Jenkins, Student Support Services Project/University of South Florida

Phyllis Jones, University of South Florida

Pat Kicklighter, Volusia County School District

Donald Kincaid, University of South Florida

Shalene Lamotte, Hillsborough County School District

Susan McKeown, Brevard County School District

Kim McKinney, St. Johns County School District

Acknowledgements Continued

Linda Meneses, Clay County School District
Carol Milton, FDLRS, Gateway
Debra Mitchell, Orange County School District
Melissa Musselwhite, Pasco County School District
Maryanne Nickel, Monroe County School District
Karen Owens, Charlotte County School District
Elizabeth Padilla, Orange County School District
Rosemary Ragle, Walton County School District
Denise Rusnak, Retired, Broward County School District
Liliana Salazar, Miami-Dade County School District
Judy Sanders, Polk County School District
Lois Sanders, Highlands County School District
Dr. Sandra Lewis, Florida State University
Sheryl Sandvoss, Florida Inclusion Network
Angela Spornraft, Hardee County School District
Peg Sullivan, Florida Gulf Coast University
Joanne Sweazey, Martin County School District
Elena Vizvary, Sarasota County School District
Judy Walters, Martin County School District
Jeannine Welch, Pinellas County School District
David Wheeler, Student Support Services Project/University of South Florida
Cara Wilmot, Duval County School District

Purpose

The Student Success Act requires districts to incorporate student learning growth and instructional practices in performance evaluation systems for instructional personnel (section 1012.34, Florida Statutes [F.S.]). District adopted evaluation systems must include the following components:

- Student learning growth
- Instructional practices
- Professional and job responsibilities

The evaluation system (i.e., combined components) must differentiate among four levels of performance. At least 50 percent of the evaluation must be based on data and indicators of student learning growth as assessed annually by statewide (e.g., Florida Comprehensive Assessment Test® 2.0 [FCAT 2.0]; Common Core assessments; End of Course [EOC] exams) or district assessments. The remaining portion of the evaluation must include instructional practices based on the Florida Educator Accomplished Practices (FEAPs) and the district's instructional practice framework (e.g., Marzano, Danielson), and for instructional personnel who are not classroom teachers, evaluation criteria may include specific job expectations related to student support.

The purpose of Florida's Evaluation Model for Specialized Exceptional Student Education Professionals (EMSESEP) is to assist districts by developing a state pre-approved performance-evaluation system that addresses the instructional practices and professional and job responsibilities components that comprise up to 50 percent of the evaluation. Because the Student Success Act allows for special evaluation procedures and criteria for selected teaching fields, the instructional practices component of the EMSESEP was modified for specialized exceptional student education (ESE) professionals (i.e., behavioral specialists, occupational therapists [OT's], physical therapists [PT's], speech-language pathologists [SLP's] and staffing specialists) to:

- Align with current research-based best practices and professional standards, as applicable
- Meet the intent of the Student Success Act
- Reflect the functions, practices and responsibilities that positively impact student achievement, behavior and health.

The EMSESEP is an integrated evaluation system that establishes practice standards for select ESE professionals by focusing on evidence/research-based best practices that are linked to student achievement and behavior. The model provides districts with a state-approved evaluation framework to adopt or adapt at the district's discretion in order to address the district's instructional framework and needs, or use as a guide to enhance its

own performance evaluation system for specialized ESE professionals. The EMSESEP may also serve as a guide for other “nonclassroom” instructional or teaching fields for which special evaluation procedures and criteria are necessary.

The EMSESEP **does not** address the student learning growth component. However, as noted in section 1012.34, F.S., for instructional personnel who are not classroom teachers, the student learning growth portion of the evaluation must include growth data on statewide assessments for students assigned to the instructional personnel over the course of at least three years or, it may include a combination of student learning growth data and other measurable student outcomes that are specific to the assigned position. For nonclassroom instructional personnel, such as specialized exceptional education personnel, the law states that the student performance portion of the evaluation may be based on a combination of student learning growth data (at least 30 percent when three or more years of student growth data are available) and other measurable student outcomes (e.g., behavioral measures, language skill development, motor skill development) specific to the position or assignment (up to 20 percent). In adopting criteria for measuring the student learning growth, districts may consider making 20 percent of the evaluation reflect the measurable student outcomes that are directly related to the specialized exceptional education assignment.

Development Process

Responding to the Call

The University of South Florida, Student Support Services Project (SSSP) was asked to assist the Florida Department of Education's (FDOE) Bureau of Educator Recruitment, Development and Retention in providing guidance in the development of an integrated model to evaluate specialized ESE professionals. The model represents services provided by behavioral specialists, OTs, PTs, SLPs and staffing specialists and reflects professional standards, as applicable, best practices and research-based practices impacting student achievement.

The SSSP team developed an action plan to provide a sequence and structure for this work based on experiences in the development of Florida's Student Services Professional Evaluation Model (SSPEM). For additional information regarding the EMSESEP Guide, please go to <http://sss.usf.edu/resources/professions/sspem/index.html>. Using a similar structure, the team established domains, professional practices and indicators relevant to the work of specialized ESE professionals. Identifying potential collaborators from each discipline area to provide input was significant to moving forward.

Partners in Collaboration

A Core Workgroup composed of staff from the SSSP, the Bureau of Exceptional Education and Student Services (BEESS), select discretionary project staff and select district staff was formed. Each of the specialized ESE professional disciplines identified above was represented in the composition of the Core Workgroup. In addition, at the inception of this activity, the Core Workgroup included individuals with expertise as professional developers and as teachers of students who are visually impaired or with hearing impairments. It was the intent to address these professionals as a part of this work.

The Core Workgroup members met virtually on multiple occasions for the purpose of guided discussions regarding the logic and sequence of domains and related practices.

A face-to-face meeting was held with an expanded workgroup of individuals recommended by Core Workgroup members. Core Workgroup members assumed a leadership role at this face-to-face meeting, facilitating the work of professionals from their respective disciplines. The workgroup members vetted domains and practices and reached preliminary consensus on a framework at this face-to-face meeting. Following the face-to-face meeting, the expanded workgroups drafted practice indicators via subsequent face-to-face or virtual meetings. The Core Workgroup then reconvened to review the entire body of work for each discipline and make final recommendations. Following this, it was determined that

professional development would not be represented in this model at this time in order to maintain fidelity of the evaluation process and because of continuing development of a model to evaluate professional development by the FDOE. In addition, it was determined that the existing instructional model was the most appropriate methodology for the evaluation of teachers of students with visual and hearing impairments and, consequently, these professionals are not represented in this model.

Fundamental Principles in the Process

Specific principles were discussed as fundamental to the development process. The intent of the evaluation model is to accomplish the following:

- Reflect a Multi-tiered System of Support (MTSS) framework
- Align with evidence-based practices (EBPs) and research-based professional standards, as applicable
- Exhibit congruent support to professional growth and continuous improvement
- Integrate practices across select specialized ESE professionals
- Remain a dynamic process (flexible and fluid)
- Offer a state-approved evaluation framework to districts to adopt, adapt or use as a guide for enhancing their own performance-evaluation system for specialized ESE professionals

Comprehensive Evaluation System Model for Specialized ESE Professionals

Florida's comprehensive performance evaluation system for specialized ESE professional serves multiple functions and is designed to accomplish the following:

- Establish the practices and expectations of the position or profession that are based on research or best practices and linked to student outcomes
- Develop evaluation procedures that align with professional standards and accomplished educator practices (FEAPs)
- Evaluate individual performance relative to expectations by assessing the quality and effectiveness of the services
- Provide feedback to the professional that recognizes effective performance, identifies areas for improvement and directs professional growth activities
- Provide support to supervisees and practitioners not meeting performance expectations

This evidence-based evaluation system uses a Multi-Source, Multi-Method, Multi-Trait model. This model ensures no single source of data, single data type or single trait or attribute will be used to evaluate complex patterns of human behavior. When a single element model is used, the probability of making errors in the interpretation of the data is

high. In the evaluation of specialized ESE professionals, the Multi-Source refers to collecting data from multiple settings and/or individuals who are familiar with the work of the professional being evaluated. Examples of Multi-Source include the following:

- Reviewing permanent products (e.g., intervention plans)
- Interviewing stakeholders (e.g., teachers, administrators)
- Observing directly the professional at work (e.g., leadership meetings, individual educational plan [IEP] team meetings and problem-solving sessions, during provision of intervention services to students)

The Multi-Method refers to using Review, Interview and Observation methods to collect the data.

Finally, the Multi-Trait refers to assessing multiple areas of expertise and role function (e.g., consultation, assessment, professional behaviors, leadership). Consistent levels of performance across the sources, methods and traits are clear indicators of the performance level. Inconsistent levels of performance across the sources, methods and traits may indicate areas of strengths and weaknesses in skill sets (e.g., traits) and/or settings in which those skills are applied.

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Professional Practice Component—EMSESEP

Description of the Evaluation Rubric for Professional Practices

The primary responsibility of specialized ESE professionals is to provide interventions and supports that improve outcomes for students with disabilities through a multi-tiered system of support (MTSS) that promotes positive academic, behavioral and health outcomes for students, teachers, school administrators and families.

Providing a MTSS depends on a multi-dimensional process. At the core of this process are five foundational skill sets:

- Problem Solving and Data-Based Decision Making—Expectations for student achievement are expressed in the collection and analysis of student, school and district data to identify the barriers to learning.
- Instruction/Intervention Planning, Design and Implementation—Ability to implement an MTSS by identifying research-based interventions and strategies that have a high probability of improving outcomes for students with disabilities and increasing their learning and engagement.
- Learning Environment
- Facilitation of Collaboration Through a Resource-Oriented Team Process—Use of skills to develop linkages with other district and community programs and facilitate relevant staff development.
- Professional Practice—Knowledge of unique professional skills, responsibilities and ethical practices in assessment and program development and proficiency, self-reflection, professional growth planning, team learning and collegial engagement.

Evaluation rubrics are presented for each of the disciplines. The evaluation rubrics integrate these foundational skills within an MTSS. The evaluation rubrics are structured around five domains, sets of practice standards within each domain and indicators that differentiate four levels of performance for each practice (Highly Effective, Effective, Emerging and Ineffective). The evaluation rubric includes the following key components:

- **Domains**—Broad categories used to organize professional practices and structure evaluation criteria.
- **Practices**—Descriptive standards of a domain related to a specific area of professional skill.
- **Indicators**—A continuum of descriptive statements that assist in differentiating between levels of performance for each practice.

The five domains include 25 practice standards with indicators that differentiate the four levels of performance for each practice (Highly Effective, Effective, Emerging and Ineffective).

The indicator descriptors provide criteria that distinguish among the performance levels on each practice standard. It is important to clearly understand the indicator statements under each practice standard in order to find the level of proficiency that best describes the specialized ESE professional's performance related to the indicator. The indicators provide for a formative as well as a summative assessment of the specialized ESE professional's strengths and weaknesses and contribute to the development of a plan for improving performance.

The **Effective** level describes performance that meets professional standards and expectations. At this level, the primary focus is an assessment of the professional's work with individual students and small groups of students as opposed to activities that have school-and districtwide impact. In addition, effective specialized ESE professionals demonstrate a willingness to learn and apply new skills.

The **Highly Effective** level describes performance that is well above the Effective and results from consistent engagement with "professional practice." Highly effective specialized ESE professionals frequently serve as role models to others and their work has impact at the school-or districtwide level.

The **Emerging** level describes specialized ESE professionals who show an understanding of what is required for success but require support and direction to become effective. Such professionals will require raising their expectations and their standards of practice made more specific. The addition of focused professional learning will assist emerging professionals toward more effective performance.

The **Ineffective** level describes specialized ESE professionals who are not demonstrating proficiency through their actions or inactions on the skill sets needed for improved student learning. Professionals at this level may require prescribed goal setting and professional development and in time may not be recommended for continued employment.

Included with each domain are sources of evidence and types of evidence that specialized ESE professional may use to help demonstrate their level of performance. The sources of evidence are consistent across each discipline; the types of evidence vary by discipline. Sources of evidence include the following:

- Artifacts (e.g., student records, health care plans, medical diagnosis and assessment data)
- Observation
- Stakeholder feedback
- Conference/Interview
- Self-assessment
- Professional growth plan

Evaluation Rubrics for Professional Practices— EMSESEP

The EMSESEP is a dynamic approach that assesses the performance of specialized ESE professionals, improves the quality of service delivery and directs continuous improvement of professional skills. The evaluation rubrics offer an equitable model that recognizes the complexity of the duties and responsibilities of specialized ESE professionals within an MTSS.

The evaluation rubrics that follow also include multiple methods and types of evidence. When evaluating professional practices it is necessary to use multiple methods of collecting evidence (e.g., review, interview and observation) to document the professional's performance in each practice. This may include reviewing permanent products (e.g., intervention plans), interviewing stakeholders (e.g., teachers, administrators) and observing the professional at work (e.g., leadership meetings, IEP team meetings and problem-solving sessions, provision of direct services to students).

Multiple methods and sources of evidence data to evaluate the demonstration of the practice standards are a part of each of the evaluation rubrics. Districts may modify and add to these evidences to reflect the sources used locally to determine the specialized ESE professional's performance level. These sources and methods should be shared at the beginning of each evaluation cycle to allow the individual evaluated the opportunity to document practices.

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EMSESEP for Behavior Specialist

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Domain A: Data-Based Decision Making and Evaluation of Practices (Behavior Specialists)

<i>Highly Effective</i>	<i>Effective</i>	<i>Emerging</i>	<i>Ineffective</i>
1. Collects and uses data to develop and implement interventions within a problem-solving framework.			
<i>In addition to the characteristics of Effective:</i> Uses and/or facilitates collecting district data relevant to informing problem identification, problem analysis and intervention design at the school and/or district level.	Uses and/or facilitates collecting available school data and facilitates collection of additional student data (e.g., screening, progress monitoring and diagnostic assessment) relevant to informing problem identification, problem analysis and intervention design.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Analyzes multiple sources of qualitative and quantitative data to inform decision making.			
<i>In addition to the characteristics of Effective:</i> Analyzes, integrates and interprets data from multiple sources at the school or district level and uses the data to facilitate informed school- and/or district-level decisions.	Independently analyzes, integrates and interprets data from multiple sources at the individual and group level and uses the data to facilitate informed decisions.	Practice is emerging but requires supervision, support and/or training to be effective.	Does not demonstrate or ineffectively demonstrates the practice.
3. Uses data to monitor student progress (academic, social/emotional/behavioral) and health and evaluate the effectiveness of services on student achievement.			
<i>In addition to the characteristics of Effective:</i> Uses school or district data to monitor the effectiveness of MTSS supports and intervention program outcomes.	Independently uses individual and group data to monitor student progress, evaluate the effectiveness of academic and behavioral instruction/intervention and modify interventions based on student data.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Shares student performance data in a relevant and understandable way with students, parents and administrators.			
<i>In addition to the characteristics of Effective:</i> Trains or mentors others to provide feedback on student performance and other assessment data to stakeholders and to present data in a way that is understandable and relevant to stakeholder interest/needs.	Independently provides feedback on student performance and other assessment data to stakeholders (students, teachers, parents, administrators, school teams) and presents data in a way that is understandable and relevant to stakeholder interest/needs.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

Evidences for Domain A	
<i>Sources of Evidence:</i>	<i>Types of Evidence:</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Artifacts <input type="checkbox"/> Observation <input type="checkbox"/> Stakeholder Feedback <input type="checkbox"/> Conference/Interview <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Professional Growth Plan <input type="checkbox"/> Other: 	<p>Documentation of problem identification and problem analysis with graphed data and gap analysis (e.g., screening, progress monitoring, diagnostic assessment)</p> <ul style="list-style-type: none"> • Problem-Solving/Intervention Plan • Behavior Intervention Plan • Student Outcomes/Progress-Monitoring Plan (systemic and individual) • Fidelity of Intervention Implementation (systemic and individual) • Section 504 Plan • Social Validity Data • Consultant Alliance Data <p>Reports/graphs with data analysis and interpretation (e.g., data reports providing summary of key data indicators related to identified problem, such as single-subject graphs with intervention phases, schoolwide data graphs)</p> <p>Examples:</p> <ul style="list-style-type: none"> • Reference to student outcome graphs showing baseline/post-intervention data points, phase lines and trend lines in making data-based decisions • Observation notes (e.g., 10 instances of praise in a 30-minute period) • Qualitative observation notes—climate of classroom/school, use of MTSS for behavior <p>Use of data platforms/electronic documentation systems (e.g., Multi Option Observation System for Experimental Studies [MOOSES] data coding, Florida State Response to Intervention Behavior [RtIB] Data Base Summary Reports, School Wide Information System [SWIS] reports, Benchmarks of Advanced Tiers [BAT], other data platforms)</p>

Domain B: Instruction/Intervention Planning and Design (Behavior Specialists)			
Highly Effective	Effective	Emerging	Ineffective
1. Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral and health interventions and supports.			
<i>In addition to the characteristics of Effective:</i> Provides a leadership role by training others and mentoring team members to identify, problem solve and plan academic and behavioral interventions.	Independently works with team members to identify, problem solve and plan academic, behavioral and health interventions.	Practice is emerging but requires supervision, supports, and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.			
<i>In addition to the characteristics of Effective:</i> Trains and mentors others in collecting and using multiple sources of data, including individual, classroom, district and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates.	Independently facilitates the use of multiple sources of data, including individual classroom, district and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates.	Practice is emerging but requires supervision, supports, and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Applies evidence-based research and best practices to improve instruction/interventions.			
<i>In addition to the characteristics of Effective:</i> Applies evidenced-based practices when developing and planning instruction and interventions across all levels of MTSS (individual, targeted group, school, district).	Independently applies EBPs when developing and planning instruction and intervention.	Practice is emerging but requires supervision, support and/or training to be effective.	Does not demonstrate or ineffectively demonstrates the practice.
4. Develops intervention support plans that help the student, family or other community agencies and systems of support reach a desired goal.			
<i>In addition to the characteristics of Effective:</i> Facilitates collaboration at multiple levels to identify systems-level needs, resources and infrastructure to access services and supports.	Independently facilitates development of a support plan that reflects the goals of stakeholders and includes supports to obtain the goals.	Practice is emerging but requires supervision, supports, and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
5. Engages parents and community partners in the planning and design of instruction/interventions.			
<i>In addition to the characteristics of Effective:</i> Develops systems-level strategies (e.g., validate participation, decision making, two-way communication) for engaging families and community when planning and designing instruction/interventions.	Independently engages families, community and educational stakeholders when planning and designing instruction/interventions. Parent input is valued and incorporated into plans.	Practice is emerging but requires supervision, supports, and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

Evidences for Domain B

<i>Sources of Evidence:</i>	<i>Types of Evidence:</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Artifacts <input type="checkbox"/> Observation <input type="checkbox"/> Stakeholder Feedback <input type="checkbox"/> Conference/Interview <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Professional Growth Plan <input type="checkbox"/> Other: 	<p>Problem solving/intervention meeting / plan – documentation of intervention design and development (with targets, goals, delivery methods, etc.)</p> <ul style="list-style-type: none"> • Functional Behavioral Assessment (FBA) • Behavior Intervention Plan (BIP) • Progress Monitoring Plan • Fidelity of Implementation • IEP • Section 504 Plan • Emergency Action Plan • Individualized Health Care Plan • School Health Plan <p>Professional development trainings/presentations (handouts, agenda, PowerPoint)</p> <p>Learning community discussions/presentations (agenda)</p> <p>School/District Improvement Plans – documentation of participation</p>

Domain C: Instruction/Intervention Delivery and Facilitation (Behavior Specialists)			
Highly Effective	Effective	Emerging	Ineffective
1. Collaborates with school-based and district-level teams to develop and maintain an MTSS to support the academic, social, emotional and behavioral success and health of all students.			
<i>In addition to the characteristics of Effective:</i> Facilitates the development of MTSS at multiple levels by implementing interventions that address schoolwide and/or district issues/concerns.	Facilitates the development of MTSS at the school level by implementing interventions that match the intensity of student, group or school needs.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Consults and collaborates at the individual, family, group and systems levels to implement effective instruction and intervention services.			
<i>In addition to the characteristics of Effective:</i> Consults and collaborates at multiple levels to implement and evaluate academic and social, emotional/behavioral and health interventions.	Consults and collaborates with individuals, families and/or group levels to implement and evaluate academic, social, emotional/behavioral and health interventions.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Implements EBPs within a multi-tiered framework.			
<i>In addition to the characteristics of Effective:</i> Assists in implementing EBPs relevant at multiple levels of interventions and supports.	Facilitates implementation of EBPs for individual students and/or targeted groups.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Identifies, provides and/or refers for supports designed to help students overcome barriers that impede learning.			
<i>In addition to the characteristics of Effective:</i> Facilitates identification of systemic barriers to social/emotional/academic learning and facilitates the development of broader support systems for students and families.	Identifies barriers to social/emotional/academic learning and connects students with resources that support positive student outcomes/goals.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
5. Promotes student outcomes related to career and college readiness.			
<i>In addition to the characteristics of Effective:</i> Assists in the development/planning of district level or school level policies/interventions/supports that address behavioral outcomes related to student postsecondary goal attainment.	Develops/plans interventions or programs to increase student engagement (e.g., attendance, on-task behavior, rigorous/relevant instruction, participation in school activities) and other behavioral outcomes to support attainment of post-secondary goals.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
6. Provides relevant information regarding child and adolescent development, barriers to learning and student risk factors.			
<i>In addition to the characteristics of Effective:</i> Develops/provides trainings that include EBPs related to developmental issues, barriers to learning and risk factors related to healthy social/emotional growth.	Provides students, staff and parents with information, research and EBPs related to developmental issues, barriers to learning and risk factors related to healthy social/emotional growth.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

Evidences for Domain C

<i>Sources of Evidence:</i>	<i>Types of Evidence:</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Artifacts <input type="checkbox"/> Observation <input type="checkbox"/> Stakeholder Feedback <input type="checkbox"/> Conference/Interview <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Professional Growth Plan <input type="checkbox"/> Other: 	<p>Problem-Solving/Intervention Plan – documentation of intervention and monitoring of student response (e.g., Response to Intervention [RtI] data, progress-monitoring data)</p> <p>Monitoring intervention implementation (dosage and fidelity)</p> <p>Case consultation summary</p> <p>Parent conference notes/logs</p> <p>Newsletters, emails, webpage and other communication methods</p> <p>Critical Components Checklist</p> <p>Benchmark of Quality (BoQ); BAT</p> <p>Professional development trainings/presentations related to intervention delivery and facilitation (handouts, agenda, PowerPoint)</p> <p>Pre-post surveys</p> <p>School/District improvement – documentation of participation</p> <p>Satisfaction surveys</p> <p>Family participation and engagement</p>

Domain D: Learning Environment (Behavior Specialists)			
Highly Effective	Effective	Emerging	Ineffective
1. Collaborates with teachers and administrators to develop and implement schoolwide PBS.			
<i>In addition to the characteristics of Effective:</i> Interacts with school, district, parents and community partners to sustain and promote effective system-wide programs/services that result in a healthy school climate.	Interacts with school personnel to promote and implement schoolwide PBS.	Practice is emerging but requires supervision, support and/or training to be effective.	Does not demonstrate or ineffectively demonstrates the practice.
2. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).			
<i>In addition to the characteristics of Effective:</i> Examines need and feasibility for systemic intervention to support and increase student engagement districtwide.	Consults with school staff and students to identify strengths and weaknesses as part of problem solving and intervention planning to increase student engagement.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Promotes safe school environments.			
<i>In addition to the characteristics of Effective:</i> Collaborates with learning community to enhance, support and/or create safe and violence-free school climates through provision of training and advancement of state, school and/or district initiatives that relate to healthy and violence-free schools.	Collaborates with school personnel to promote and assist in implementing effective programs/services that result in safe and violence-free school climates (i.e., readiness, school failure, attendance, dropout, bullying, child abuse, youth suicide, school violence).	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Integrates relevant cultural issues and contexts that impact family-school partnerships.			
<i>In addition to the characteristics of Effective:</i> Promotes multicultural understanding and dialogue through provision of training and information dissemination to examine the broader context of cultural issues that impact family-school partnerships.	Identifies relevant cultural issues and contexts that impact family-school partnerships and uses this knowledge as the basis for problem solving related to prevention and intervention.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

Evidences for Domain D	
<i>Sources of Evidence:</i>	<i>Types of Evidence:</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Artifacts <input type="checkbox"/> Observation <input type="checkbox"/> Stakeholder Feedback <input type="checkbox"/> Conference/Interview <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Professional Growth Plan <input type="checkbox"/> Other: 	<p>Threat assessment participation/ facilitation</p> <p>Crisis intervention participation/ facilitation</p> <p>School climate surveys</p> <p>Professional development trainings/ presentations related to school climate, violence prevention, crisis intervention, cultural competency and mental health issues</p> <p>School-based programs – development and implementation</p> <p>Health education, medication administration, first aid, blood borne pathogens, cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) trainings</p> <p>Disproportionality – risk index and ratios</p> <p>Needs assessments related to family–school partnerships</p>

Domain E: Professional Learning, Responsibility and Ethical Practice (Behavior Specialists)			
<i>Highly Effective</i>	<i>Effective</i>	<i>Emerging</i>	<i>Ineffective</i>
1. Develops a personal, professional growth plan that enhances professional knowledge, skills and practice and addresses areas of need on the evaluation.			
<i>In addition to the characteristics of Effective:</i> solicits feedback from supervisors and colleagues and initiates activities or modifies plan based on performance outcomes.	Maintains a plan for continuous professional growth and skill development aligned with performance evaluation outcomes and personal/professional goals.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Engages in targeted professional growth opportunities and reflective practices (e.g., professional learning community [PLC]).			
<i>In addition to the characteristics of Effective:</i> Facilitates professional learning activities and initiates activities that contribute to professional growth of self and others.	Participates in professional learning opportunities and reflective practices consistent with the professional growth plan.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Implements knowledge and skills learned in professional development activities.			
<i>In addition to the characteristics of Effective:</i> Integrates and applies acquired knowledge and training into professional practice in order to mentor and/or train others.	Implements knowledge and skills learned in professional development activities into professional practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Demonstrates effective recordkeeping skills.			
<i>In addition to the characteristics of Effective:</i> Tracks treatment dosage, tracks the impact of services on student outcomes and uses records to make decisions about the service delivery system.	Maintains complete and accurate records including documentation of planning, implementation and evaluation of services.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
5. Demonstrates effective oral and written communication skills.			
<i>In addition to the characteristics of Effective:</i> Facilitates communication, adapts communication style and content to a variety of audiences.	Demonstrates coherent and professional written and oral communication skills.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
6. Complies with national and state laws, district policies and guidelines and ethical educational and professional standards.			
<i>In addition to the characteristics of Effective:</i> Serves as a model for colleagues in displaying high standards of professionalism and ethics in accordance with laws, policies, guidelines and standards.	Complies with applicable federal, state and local laws, rules and policies. Adheres to professional standards, ethics and practices.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

Evidences for Domain E

<i>Sources of Evidence:</i>	<i>Types of Evidence:</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Artifacts <input type="checkbox"/> Observation <input type="checkbox"/> Stakeholder Feedback <input type="checkbox"/> Conference / Interview <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Professional Growth Plan <input type="checkbox"/> Other: 	<p>Professional Development / Goal Plan (attending conferences and trainings that will enhance achievement of professional goals; participating in activities that will increase capacity)</p> <p>Documentation of attendance at professional development presentations, professional conferences and workshops aligned with professional development goals</p> <p>Documentation of Continuing Education Units (CEUs)</p> <p>Conference / workshop follow-up activities / implementation</p> <p>Professional learning community participation / facilitation</p> <p>Membership in professional organization</p> <p>Documentation of supervision / mentoring activities</p> <p>Demonstration of time management (e.g., logs, calendars)</p>

EMSESEP for Occupational/Physical Therapist (OT/PT)

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Domain A: Data-Based Decision Making and Evaluation of Practices (OT/PT)

<i>Highly Effective</i>	<i>Effective</i>	<i>Emerging</i>	<i>Ineffective</i>
1. Collects and uses data to develop and implement interventions within a problem-solving framework.			
<i>In addition to the characteristics of Effective:</i> Initiates and supports others to ensure collaboration with student teams to use available student data relevant to analysis of current capacity and barriers and the design of interventions. Plans interventions that will support function in future environments.	In collaboration with the student team, uses available student data (e.g., screening, assessment, evaluation, progress monitoring) relevant to analysis of current capacity and barriers and the design of interventions and therapy.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Analyzes multiple sources of qualitative and quantitative data to inform decision making.			
<i>In addition to the characteristics of Effective:</i> Identifies patterns in data across multiple students and settings, brings to the attention of administration and advocates for responsive change.	Analyzes, assimilates and interprets data from multiple sources at the individual level and uses this data to guide and inform decisions concerning interventions and delivery of therapy.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Uses data to monitor student progress (academic, social/emotional/behavioral) and health and evaluate the effectiveness of services on student achievement.			
<i>In addition to the characteristics of Effective:</i> Interprets data to the student team in an understandable way and serves as a resource to colleagues regarding data-based modification of interventions.	Uses individual data to monitor student progress and, in collaboration with the student team, evaluate the effectiveness of the intervention and modifies the intervention as indicated.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Shares student performance data in a relevant and understandable way with students, parents and administrators.			
<i>In addition to the characteristics of Effective:</i> Facilitates an ongoing exchange of information regarding student performance and the effectiveness of the interventions.	Actively participates in an ongoing exchange of information regarding student performance and the effectiveness of the interventions and therapy.	Practice is emerging but requires supervision supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

Evidences for Domain A	
<i>Sources of Evidence:</i>	<i>Types of Evidence:</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Artifacts <input type="checkbox"/> Observation <input type="checkbox"/> Stakeholder Feedback <input type="checkbox"/> Conference/Interview <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Professional Growth Plan <input type="checkbox"/> Other: 	<p>Documentation of problem identification and problem analysis with graphed data and gap analysis (e.g., screening, progress monitoring, diagnostic assessment):</p> <ul style="list-style-type: none"> • Assessment protocols (standardized and non-standardized), student data from classroom performance, student observation notes, input from families and school personnel, and summaries of interpretation of results • Therapy logs/ anecdotal notes/ case files that incorporate • Documentation of analysis of progress-monitoring data and examples of the data (such as graphs) • Documentation of participation in MTSS/ problem solving team meetings • Referral database logs/ documentation • Samples of qualitative and quantitative school and student data across multiple students and settings • Screening/ observation data • Samples of IEPs that demonstrate effectiveness and adjustment of therapy services based on review of data • Data from community-based providers concerning ongoing treatment and how that may affect the school data • Samples of data formatted in multiple ways to aid understanding (IEP/ present level statements, consultation logs, conference logs) and that the data has been shared consistently with other pertinent professionals, students, and families • Written implications of data on student performance (progress notes, graphs, assessments, rubrics, etc.)

Domain B: Instruction/Intervention Planning and Design (OT/PT)			
Highly Effective	Effective	Emerging	Ineffective
1. Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral and health interventions and supports.			
<i>In addition to the characteristics of Effective:</i> Initiates, develops and implements systems to ensure collaboration with student and team to identify, problem solve and plan for academic, behavioral, communication, health and independent functioning interventions and supports.	Works in collaboration with student and team to identify, problem solve and plan for academic, behavioral, communication, health and independent functioning interventions and supports.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.			
<i>In addition to the characteristics of Effective:</i> Initiates using multiple sources of data. Designs, trains, implements and modifies interventions aligned with school improvement efforts and other mandates.	Uses multiple sources of data. Designs, implements and modifies interventions aligned with school improvement efforts and other mandates.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Applies evidence-based research and best practices to improve instruction/interventions.			
<i>In addition to the characteristics of Effective:</i> Participates evidence-based research or services as a resource regarding knowledge and skills needed for EBP.	Demonstrates use of evidence-based practices and sound clinical and professional reasoning in planning interventions and therapy.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Develops intervention support plans that help the student, family or other community agencies and systems of support reach a desired goal.			
<i>In addition to the characteristics of Effective:</i> Engages agencies and other systems of support with student and family to develop plans to achieve student goals.	Develops plans, interventions and therapy that reflect student goals and priorities and are supportive of or aligned with other interventions in the educational environment.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not engage or ineffectively develops plans that reflect student goals and priorities.
5. Engages parents and community partners in the planning and design of instruction/interventions.			
<i>In addition to the characteristics of Effective:</i> Develops system-level strategies to design and implement instruction/interventions to reach a desired goal.	Works in alignment with others to design and implement instruction/interventions and therapy to reach a desired goal.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

Evidences for Domain B	
<i>Sources of Evidence:</i>	<i>Types of Evidence:</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Artifacts <input type="checkbox"/> Observation <input type="checkbox"/> Stakeholder Feedback <input type="checkbox"/> Conference/Interview <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Professional Growth Plan <input type="checkbox"/> Other: 	<p>Problem solving/intervention meeting/plan – documentation of intervention design and development (with targets, goals, delivery methods, etc.)</p> <ul style="list-style-type: none"> • Logs demonstrating participation in the problem-solving process/RTI process (MTSS) including consultation with team members to support students in all Tiers • Documentation of input in the development and modification of interventions • Samples of written plans for therapy (Plan of Care, Section 504 Plan, Individual Education Plan (IEP) that show use of a variety of appropriate materials or equipment and effective, evidence-based therapy techniques • Documentation or observation of the use of evidence/performance-based decisions regarding instruction/intervention (such as copies of multiple sources of data used to inform instruction/intervention) • Records of student, family, teacher and/or community partner input in the planning and design of instruction/intervention (parent input on various documents) <p>Professional development trainings/presentations (handouts, agenda, PowerPoint)</p> <ul style="list-style-type: none"> • Documentation demonstrating training or support of other professionals, such as colleague-mentoring logs <p>Learning community discussions/presentations (agenda)/information</p> <ul style="list-style-type: none"> • Documentations such as logs, agendas, or meeting notes regarding discussions and presentations with learning communities/other related agencies • Documentation of referrals for and communication with other service providers when necessary, such as audiology, vision services, medical equipment providers, etc. • Records showing a system for school-to-home communication through providing multiple venues for communication with families • Evidence of materials sent to families about ways to reinforce student progress while in the home or community setting <p>School/District Improvement Plans – documentation of participation</p> <ul style="list-style-type: none"> • Records showing advocacy for district practices to meet the needs of students' families and communities

Domain C: Instruction/Intervention Delivery and Facilitation (OT/PT)			
Highly Effective	Effective	Emerging	Ineffective
1. Collaborates with school-based and district-level teams to develop and maintain a MTSS to support the academic, social, emotional and behavioral success and health of all students.			
<i>In addition to the characteristics of Effective:</i> Initiates and supports colleagues with problem solving in planning, facilitating or delivering interventions that match intensity to need.	Functions as part of school team in planning, facilitating or delivering interventions whose intensity matches student, group or school needs.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Consults and collaborates at the individual, family, group and systems levels to implement effective instruction and intervention services.			
<i>In addition to the characteristics of Effective:</i> Mentors and leads other professionals in the design and implementation of therapeutic interventions that support effective instruction.	Consults and collaborates with student, family and members of school environment to design and implement therapeutic interventions that support effective student instruction.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Implements EBPs within a multi-tiered framework.			
<i>In addition to the characteristics of Effective:</i> Provides professional development in the selection and use of EBPs that support effective instruction.	Seeks out and incorporates best available evidence-based practices in the implementation of interventions for students.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Identifies, provides and /or refers for supports designed to help students overcome barriers that impede learning.			
<i>In addition to the characteristics of Effective:</i> Initiates, develops and implements systems to ensure learning barriers are addressed across multiple students and environments.	Identifies barriers to learning and connects students to appropriate resources or refers to other professionals.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
5. Promotes student outcomes related to career and college readiness.			
<i>In addition to the characteristics of Effective:</i> Advocates for opportunities to support postsecondary goals and engage students and their families to further explore goals, develop self-determination skills and promote independence.	Selects and implements interventions that support the attainment of postsecondary goals or community readiness, including supporting increased student engagement and promotion of independence.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
6. Provides relevant information regarding child and adolescent development, barriers to learning and student risk factors.			
<i>In addition to the characteristics of Effective:</i> Develops and /or provides professional development opportunities on research and best practices related to human development, learning barriers and risk factors.	Provides students, families and educational personnel with information, research and best practices related to human development, learning barriers and risk factors.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

Evidences for Domain C	
<i>Sources of Evidence:</i>	<i>Types of Evidence</i>
<input type="checkbox"/> Artifacts <input type="checkbox"/> Observation <input type="checkbox"/> Stakeholder Feedback <input type="checkbox"/> Conference/Interview <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Professional Growth Plan <input type="checkbox"/> Other:	<p>Demonstration of collaboration with other professionals and families to develop, implement, and identify interventions and supports for promoting student outcomes related to college and career readiness</p> <ul style="list-style-type: none"> • Meeting attendance logs • Therapy schedule showing classroom-based services and a continuum of service delivery interventions • Documentation of communication from MTSS teams or teachers requesting assistance, and suggestions made to staff/ family and lists of materials that are provided as resources • Written intervention plans and documentation that these have been shared with school personnel • IEPs that demonstrate a variety of service delivery, frequency and location based on student's individual needs • Teacher, parent or student surveys • Logs showing consultation/ collaboration sessions with classroom teachers and other school personnel • Student progress-monitoring data/therapy data demonstrating effectiveness of interventions • Logs or samples of presentations or activities provided for staff and/or parents • Documentation of EBP (i.e., articles) to support interventions on written plans • Documentation of supports, materials, or resources provided regarding research and best practices related to human development, learning barriers and risk • Colleague-mentoring logs • Assignments and logs for supervising Physical Therapy Assistants (PTAs), Certified Occupational Therapy Assistants (COTAs) and/or interns • Results of professional self-assessment

Domain D: Learning Environment (OT/PT)			
Highly Effective	Effective	Emerging	Ineffective
1. Collaborates with teachers and administrators to develop and implement schoolwide PBS.			
<i>In addition to the characteristics of Effective:</i> Coordinates the development and implementation of therapeutic interventions within a positive behavior support system.	Collaborates with school staff/ team to develop and implement therapeutic interventions within a positive behavior support system.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).			
<i>In addition to the characteristics of Effective:</i> Identifies barriers to equal access and initiates collaborative action for systemic interventions.	Collaborates with school personnel and students to identify and implement therapeutic strategies and/or assistive technology to encourage student engagement.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Promotes safe school environments.			
<i>In addition to the characteristics of Effective:</i> Initiates, develops and implements systems to support safe and accessible environments.	Interacts with students, educators and other school personnel to support safe and accessible environments.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Fails to interact with students, educators/ school personnel to support safe and accessible environments.
4. Integrates relevant cultural issues and contexts that impact family–school partnerships.			
<i>In addition to the characteristics of Effective:</i> Creates and promotes materials and supports relevant to cultural, social and societal issues that impact family–school relationships.	Identifies relevant cultural, social and societal issues that impact family–school relationships and uses the knowledge to problem solve possible prevention and intervention strategies.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

Evidences for Domain D	
<i>Sources of Evidence:</i>	<i>Types of Evidence:</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Artifacts <input type="checkbox"/> Observation <input type="checkbox"/> Stakeholder Feedback <input type="checkbox"/> Conference/Interview <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Professional Growth Plan <input type="checkbox"/> Other: 	<p>Demonstrates collaboration in the educational environment to foster positive student engagement</p> <ul style="list-style-type: none"> • Logs/meeting notes of consultation with school personnel or participation on a student or school-based behavior team regarding adaption/modification of standard behavior protocols, if needed, to accommodate needs of students with disabilities • Attendance logs showing training related to school climate, crisis intervention, PBS and documentation of the use of common PBS school-wide terms and strategies • Observation of sessions shows practices which foster student engagement: Starts/paces intervention with a structure appropriate for the student(s), scaffolding strategies (such as task analysis etc.) are evident as needed, students actively engaged, materials and resources support the session objectives per the IEP <p>Demonstrates collaboration in the education environment to promote safe and accessible schools</p> <ul style="list-style-type: none"> • Logs/Meeting notes that demonstrate the identification of barriers to curriculum and environmental access and potential hazards, and proposed solutions to allow students with disabilities to fully participate in all available educational programs and activities on school campus • Logs/Notes indicating the identification and proposed solutions for potential safety issues with management plans developed for arrival, dismissal, safety evacuations, safety drills and lockdown routines for students with disabilities. • Observation of therapy sessions demonstrates a safe and organized physical environment and is arranged to promote individual and/or group participation • Logs/Notes/Written Plans demonstrating collaboration to ensure materials, technology and resources are easily and readily accessible • Attendance sheets/Meeting Notes of participation with the school community on ensuring healthy, safe and accessible school environments <p>Demonstrates integration of relevant cultural, social, and societal practices that impact family-school partnerships</p> <ul style="list-style-type: none"> • Observation or samples of materials that show use of culturally sensitive materials and assessment methods/protocols • Logs/Meeting Notes showing collaboration with English Speakers of Other Languages (ESOL) personnel • Attendance logs/certificates showing professional development on multicultural issues • Observations of interactions with families/students in meetings and/or therapy sessions show use of sensitivity to other cultural, social, and societal practices

Domain E: Professional Learning, Responsibility and Ethical Practice (OT/PT)			
Highly Effective	Effective	Emerging	Ineffective
1. Develops a personal, professional growth plan that enhances professional knowledge, skills and practice and addresses areas of need on the evaluation.			
<i>In addition to the characteristics of Effective:</i> Solicits feedback from supervisors and colleagues and initiates activities or modifies plan based on performance outcomes.	Maintains a plan for continuous professional growth and skill development aligned with performance evaluation outcomes and personal/professional goals.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Engages in targeted professional growth opportunities and reflective practices (e.g., PLC).			
<i>In addition to the characteristics of Effective:</i> Facilitates professional learning activities and initiates activities that contribute to professional growth of self and others.	Participates in professional learning opportunities and reflective practices consistent with the professional growth plan.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Implements knowledge and skills learned in professional development activities.			
Integrates and applies acquired knowledge and training into professional practice in order to mentor and/or train others.	Implements knowledge and skills learned in professional development activities into professional practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Demonstrates effective recordkeeping skills.			
<i>In addition to the characteristics of Effective:</i> Tracks treatment dosage, tracks the impact of services on student outcomes and uses records to make decisions about the service delivery system.	Maintains complete and accurate records, including documentation of planning, implementation and evaluation of services.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
5. Demonstrates effective oral and written communication skills.			
<i>In addition to the characteristics of Effective:</i> Facilitates communication and adapts communication style and content to a variety of audiences.	Demonstrates coherent and professional written and oral communication skills.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
6. Complies with national and state laws, district policies and guidelines and ethical educational and professional standards.			
<i>In addition to the characteristics of Effective:</i> Serves as a model for colleagues in displaying high standards of professionalism and ethics in accordance with laws, policies, guidelines and standards.	Complies with applicable federal, state and local laws, rules and policies. Adheres to professional standards, ethics and practices.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

Evidences for Domain E	
<i>Sources of Evidence:</i>	<i>Types of Evidence:</i>
<input type="checkbox"/> Artifacts <input type="checkbox"/> Observation <input type="checkbox"/> Stakeholder Feedback <input type="checkbox"/> Conference/Interview <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Professional Growth Plan <input type="checkbox"/> Other:	<p>Professional Development/Goal Plan (attending conferences and trainings that will enhance achievement of professional goals; participating in activities that will increase capacity):</p> <ul style="list-style-type: none"> • Documentation of Professional Development Plan modification and application of feedback based on performance assessment and feedback from mentors/supervisor • Documentation of attendance at professional development presentations, professional conferences and workshops aligned with professional development goals • Records/logs indicate compliance with federal and state laws, district policies and guidelines • Documentation of conference/workshop follow-up activities, including presentations to colleagues/implementation • Evidence of professional learning community participation/facilitation • Record of activities contributing to profession, such as service on district or state committee, leadership committee, etc. • Evidence of membership in professional organization and/or documentation of leadership roles • Documentation or evidence of compliance with professional, ethical and educational standards • Documentation of CEUs and maintenance of licensure <p>Documentation of supervision/mentoring activities</p> <p>Documentation or evidence of time management (e.g., logs, calendars)</p> <p>Samples of recordkeeping (plan of treatment, prescriptions, attendance logs, data sheets, Medicaid billing, consultation logs and observation logs, IEPs, etc.)</p> <p>Samples of written and oral communication</p> <ul style="list-style-type: none"> • Observations of oral communication during school-based meetings, in therapy, classroom settings, and during informal collaboration with other professionals and parents • Documentation of written student evaluation summaries • Documentation of phone logs with content, letters written to physicians regarding student status or need for additional support/changes <p>Documentation of progress notes or log demonstrating follow up with all parent, teacher and administrative requests/concerns in a reasonable timeframe</p>

Special Considerations	
Domain:	Things To Consider When Reviewing the Evidence:
Domain B: Instruction/Intervention Planning and Design	<p>Administrators are advised to address these indicators based on the individualized caseload and assigned duties of individual being evaluated; for example a therapist with an itinerant caseload in multiple schools may be unable to be as closely involved in MTSS/PST.</p> <p>Quantity of evidences needs to be considered, it is suggested that evidences be present for multiple examples not just one.</p>
Domain C: Instruction/Intervention Delivery and Facilitation	<p>Administrators are advised to address these indicators based on the individualized caseload and assigned duties of individual being evaluated; for example a therapist with an itinerant caseload in multiple schools may be unable to be as closely involved in MTSS/PST.</p>
Domain E: Professional Learning, Responsibility and Ethical Practice	<p>Portfolio includes documentation of how strategies/techniques provided during workshops are being incorporated with specific students/staff/administrators.</p> <p>Therapist may select 2-3 student records to share which would include documentation of parent permission to evaluate form, PT prescription or signed plan of treatment/care, samples of evaluations, and plan of treatment/care, IEP goals, and notes on therapy sessions, and possibly the Considerations for Educationally Relevant Therapy (CERT) or wheelchair evaluations.</p> <p>Modifications of the plan respond to changes in caseload, student supports and needs, curriculum, school or district improvement plans etc.</p>

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EMSESEP for Speech/Language Pathologist (SLP)

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Domain A: Data-Based Decision Making and Evaluation of Practices (SLP)			
Highly Effective	Effective	Emerging	Ineffective
1. Collects and uses data to develop and implement interventions within a problem-solving framework.			
<i>In addition to the characteristics of Effective:</i> Collects and uses data to identify patterns in data across multiple students and settings and brings to the attention of team members to inform problem analysis and intervention and therapy design.	Collects and uses available data relevant to informing problem identification, problem analysis, intervention and therapy design for individual students	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Analyzes multiple sources of qualitative and quantitative data to inform decision making.			
<i>In addition to the characteristics of Effective:</i> Identifies patterns in data across multiple students and settings, brings to the attention of team members and advocates for responsive change based on relevant data.	Analyzes, integrates and interprets qualitative and quantitative data from multiple sources at the individual and group level and uses data to inform decision making for individual students.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Uses data to monitor student progress (academic, social/emotional/behavioral) and health and evaluate the effectiveness of services on student achievement.			
<i>In addition to the characteristics of Effective:</i> Serves as a resource to colleagues regarding use of data.	Uses individual and group data to monitor student progress and evaluate the effectiveness of interventions and therapies.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Shares student performance data in a relevant and understandable way with students, parents and administrators.			
<i>In addition to the characteristics of Effective:</i> Clearly interprets and shares data in multiple ways to help students, families, educators and administrators understand the implications on student performance and conveys the rationale for professional decisions.	Actively participates in an ongoing exchange of information regarding student performance, the effectiveness of the interventions and the rationale for professional decisions.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

Evidences for Domain A	
<i>Sources of Evidence:</i>	<i>Types of Evidence:</i>
<input type="checkbox"/> Artifacts <input type="checkbox"/> Observation <input type="checkbox"/> Stakeholder Feedback <input type="checkbox"/> Conference/Interview <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Professional Growth Plan <input type="checkbox"/> Other:	<p>Documentation of problem identification and problem analysis with graphed data and gap analysis (e.g., screening, progress monitoring, diagnostic assessment)</p> <ul style="list-style-type: none"> • Problem- solving/intervention plan • Academic intervention record • Behavior intervention plan • Progress- monitoring plan • IEP • Health care plan • Participation in IEP or problem-solving or team (PST) meetings • Screening/observation results • Therapy logs • Comprehensive speech or language evaluations, progress reports or IEPs demonstrating effectiveness or adjustment of therapy services • Data formatted in multiple ways to aid understanding (IEP/present level statements, consultation logs, conference logs) and shared with students, families, educators, administrators or other appropriate personnel • Data from individual students, classroom and multiple students and settings— qualitative and quantitative data • Decision-making rationale/ rubric for services

Domain B: Instruction/Intervention Planning & Design (SLP)			
<i>Highly Effective</i>	<i>Effective</i>	<i>Emerging</i>	<i>Ineffective</i>
1. Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral and health interventions and supports.			
<i>In addition to the characteristics of Effective:</i> Thorough and extensive knowledge of the specialty area is evident and actively initiates and promotes collaboration.	Collaborates with members of the educational team and students to target the skills, concepts and strategies critical for meeting student needs by using an array of effective therapy and intervention approaches and evaluation tools.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.			
<i>In addition to the characteristics of Effective:</i> Initiates, designs and implements, or trains other professionals, in the use of multiple sources of data collection.	Uses multiple sources of data collection, including therapy, classroom, district and state assessments to design and plan student interventions and therapies that align with school improvement efforts and other mandates.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Applies evidence-based research and best practices to improve instruction/interventions.			
<i>In addition to the characteristics of Effective:</i> Identifies resources, collaborates and supports use of EBP for planning.	Demonstrates knowledge of EBP and the ability to select and apply those practices to improve instruction and/or interventions.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Develops intervention support plans that help the student, family or other community agencies and systems of support reach a desired goal.			
<i>In addition to the characteristics of Effective:</i> Initiates contacts with agencies and other systems of support in developing plans that reflect student goals and priorities.	Develops plans that reflect student goals, priorities and support connected with other agencies or community resources.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
5. Engages parents and community partners in the planning and design of instruction/interventions.			
<i>In addition to the characteristics of Effective:</i> Develops system-level strategies in planning/designing instruction and intervention.	Engages family, community and educational stakeholders as appropriate when planning and designing instructions and intervention with clear outcomes that are appropriate to the disorder, age, developmental level and needs of students.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

Evidences for Domain B	
<i>Sources of Evidence:</i>	<i>Types of Evidence:</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Artifacts <input type="checkbox"/> Observation <input type="checkbox"/> Stakeholder Feedback <input type="checkbox"/> Conference/Interview <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Professional Growth Plan <input type="checkbox"/> Other: 	<ul style="list-style-type: none"> • Documentation of problem identification and problem analysis with graphed data and gap analysis (e.g., screening, progress monitoring, diagnostic assessment) • Problem- solving/ intervention plan (academic or behavior) • Progress- monitoring plan • IEP • Health care plan • Participation in PST or IEP meetings • Training related to cultural competence and sensitivity • Mentoring and/or training of other professionals • Use of EBPs, such as scaffolding, verbal cues • Referral to other services, such as audiology, when necessary • Involvement in student, family, teacher and/or community partner input in planning & designing instruction/ interventions • Alignment of therapy services with current standards • Screening/ observation results • Therapy logs • Comprehensive speech or language evaluations • Progress reports or IEPs demonstrating effectiveness or adjustment of therapy services • System of on-going communication with families • Data from individual students, classroom and the school—qualitative and quantitative • Data formatted in multiple ways to aid understanding (IEP/ present level statements, consultation logs, conference logs) and shared with students, families, educators, administrators or other appropriate personnel • Documentation systems that track and verify student services from school professionals and outside professionals

Domain C: Instruction/Intervention Delivery and Facilitation (SLP)			
<i>Highly Effective</i>	<i>Effective</i>	<i>Emerging</i>	<i>Ineffective</i>
1. Collaborates with school-based and district level teams to develop and maintain a multi-tiered continuum of services (MTSS) to support the academic, social, emotional, behavioral success and health of all students.			
<i>In addition to the characteristics of Effective:</i> Contributes innovative ideas and / or takes a leadership role in planning, facilitating or delivering interventions and therapies.	Functions on and contributes to school team in planning, facilitating or delivering interventions and therapies whose intensity matches student, group or school needs.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Consults and collaborates at the individual, family, group and systems levels to implement effective instruction and intervention services.			
<i>In addition to the characteristics of Effective:</i> Mentors and leads other professionals in the design and implementation of interventions and therapies that support effective instruction.	Consults and collaborates with student, family and educators to design and implement interventions and therapies that support effective student instruction.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Implements EBPs within a multi-tiered framework.			
<i>In addition to the characteristics of Effective:</i> Mentors or provides professional development in the selection and use of EBPs in a continuum of service delivery models.	Seeks out and EBPs in the implementation of interventions and therapies within a continuum of service delivery models that are dynamic and appropriate for students.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Identifies, provides and / or refers for supports designed to help students overcome barriers that impede learning.			
<i>In addition to the characteristics of Effective:</i> Continuously evaluates, monitors and / or adjusts supports identified to help students overcome barriers to learning.	Identifies barriers to learning and provides support or connects students to appropriate resources and / or other professionals.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
5. Promotes student outcomes related to career and college readiness.			
<i>In addition to the characteristics of Effective:</i> Advocates for opportunities that support goal attainment and engage students to further explore goals, develop self-determination skills and promote independence.	Identifies and promotes strategies that support the attainment of community readiness or postsecondary goals, including supporting increased student engagement and promotion of independence.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
6. Provides relevant information regarding child and adolescent development, barriers to learning and student risk factors.			
<i>In addition to the characteristics of Effective:</i> Promotes professional development opportunities or mentors on practices related to child and / or adolescent language development, barriers to learning and risk factors.	Provides students, families and educators with information on EBPs related to child and / or adolescent language development, barriers to learning and awareness and prevention of communication disorders.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

Evidences for Domain C	
<i>Sources of Evidence:</i>	<i>Types of Evidence:</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Artifacts <input type="checkbox"/> Observation <input type="checkbox"/> Stakeholder Feedback <input type="checkbox"/> Conference/Interview <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Professional Growth Plan <input type="checkbox"/> Other: 	<ul style="list-style-type: none"> • RtI collaboration, consultation and strategies with classroom teachers • Checklists completed by classroom teachers as part of a comprehensive evaluation for speech and/or language • Implementation of therapeutic tasks/interventions that align with Common Core Standards • Use of strategy-based therapeutic interventions • Therapy schedule showing variation in frequency and location of speech-language support services based on student's individual needs • IEP goals and progress on goals have been shared with classroom teachers and other professionals and ongoing collaboration that results in educationally relevant and measurable long-term goals and objectives • Teacher, parent or student surveys • Develops strategies for students' successful participation in the classroom curriculum • Presentations and resources provided to staff and/or parents • Structures therapy setting to facilitate maximum opportunities for student(s) to practice skill sets and monitors student progress • Actively engages student(s) in self-monitoring and self-assessment of targeted skills • Monitors and provides new and high-quality research evidence for therapy procedures • Incorporates the values, preferences and interests of individuals and families of the students and integrates those factors along with best current research and clinical expertise in selection of goals and therapy procedures • Integrates results from all evaluations to identify barriers • Physical space organized for student learning • Evidence of data management and documentation

Domain D: Learning Environment (SLP)			
<i>Highly Effective</i>	<i>Effective</i>	<i>Emerging</i>	<i>Ineffective</i>
1. Collaborates with teachers and administrators to develop and implement schoolwide PBS.			
<i>In addition to the characteristics of Effective:</i> Collaborates with educators and/or families to generalize positive behavior supports across settings.	Consistently implements and maintains PBS in order to effectively manage student behavior in the therapeutic environment.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).			
<i>In addition to the characteristics of Effective:</i> Solicits other stakeholders' perspectives on behalf of students and, when appropriate, engages the involvement of families in therapeutic intervention.	Consistently optimizes service delivery time to actively engage students throughout the therapeutic environment to ensure student participation.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Promotes safe school environments.			
<i>In addition to the characteristics of Effective:</i> Interacts with school community to support a safe and accessible environment conducive to student engagement and learning throughout the school setting.	Consistently establishes a therapeutic environment conducive to student engagement and learning.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Integrates relevant cultural issues and contexts that impact family–school partnerships.			
<i>In addition to the characteristics of Effective:</i> Promotes understanding of cultural issues and knowledge of language differences versus language disorders among stakeholders.	Consistently reflects sensitivity to cultural issues and knowledge of language differences versus language disorders when interacting with students and families and when making intervention decisions.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

Evidences for Domain D	
<i>Sources of Evidence:</i>	<i>Types of Evidence:</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Artifacts <input type="checkbox"/> Observation <input type="checkbox"/> Stakeholder Feedback <input type="checkbox"/> Conference/Interview <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Professional Growth Plan <input type="checkbox"/> Other: 	<ul style="list-style-type: none"> • Training related to school climate, crisis intervention, PBS • Use of common PBS schoolwide terms/ language • Maintain certification, if appropriate • Referrals to the school office • Written documentation to parents • Clearly posted, observable behavioral expectations • Preventive strategies • Participant on a student behavior plan or school-based team • Starts and paces intervention with a coherent structure appropriate to the student(s) • Focuses on session objectives which are aligned with student IEPs • Scaffolding is evident, as appropriate • Materials and resources support session objectives • Students actively engaged throughout the session • Communication with families and other stakeholders regarding therapeutic intervention (communication logs, phone logs, consultation logs, etc.) • Therapeutic setting is safe, organized and arranged to promote individual and/or group participation • Materials, technology and resources are easily and readily accessible • Use of physical resources and space contributes to all students' ability to access learning • Participation with the school community on ensuring healthy, safe and accessible school environments • Use of culturally sensitive materials • Collaboration with ESOL personnel • Professional development on multicultural issues • Use of linguistically sensitive protocols and materials • SLP interactions with families /students from different cultures during meetings and/or therapy

Domain E: Professional Learning, Responsibility and Ethical Practice (SLP)			
<i>Highly Effective</i>	<i>Effective</i>	<i>Emerging</i>	<i>Ineffective</i>
1. Develops a personal, professional growth plan that enhances professional knowledge, skills and practice and addresses areas of need on the evaluation.			
<i>In addition to the characteristics of Effective:</i> Solicits feedback from supervisors and colleagues and initiates activities or modifies plan based on performance outcomes.	Maintains a plan for continuous professional growth and skill development aligned with performance evaluation outcomes and personal/ professional goals.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Engages in targeted professional growth opportunities and reflective practices (e.g., PLC).			
<i>In addition to the characteristics of Effective:</i> Facilitates professional learning activities and initiates activities that contribute to professional growth of self and others.	Participates in professional learning opportunities and reflective practices consistent with the professional growth plan.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Implements knowledge and skills learned in professional development activities.			
Integrates and applies acquired knowledge and training into professional practice in order to mentor and/or train others.	Implements knowledge and skills learned in professional development activities in professional practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Demonstrates effective recordkeeping skills.			
<i>In addition to the characteristics of Effective:</i> Tracks treatment dosage, tracks the impact of services on student outcomes and uses records to make decisions about the service delivery system.	Maintains complete and accurate records, including documentation of planning, implementation and evaluation of services.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
5. Demonstrates effective oral and written communication skills.			
<i>In addition to the characteristics of Effective:</i> Facilitates communication, and adapts communication style and content to a variety of audiences.	Demonstrates coherent and professional written and oral communication skills.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
6. Complies with national and state laws, district policies and guidelines and ethical educational and professional standards.			
<i>In addition to the characteristics of Effective:</i> Serves as a model for colleagues in displaying high standards of professionalism and ethics in accordance with laws, policies, guidelines and standards.	Complies with applicable laws, rules, guidelines and policies at the federal, state and local levels. Adheres to professional standards, ethics and practices.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

Evidences for Domain E	
<i>Sources of Evidence:</i>	<i>Types of Evidence:</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Artifacts <input type="checkbox"/> Observation <input type="checkbox"/> Stakeholder Feedback <input type="checkbox"/> Conference/Interview <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Professional Growth Plan <input type="checkbox"/> Other: 	<ul style="list-style-type: none"> • Professional development plan • Consideration of feedback from colleagues and/or supervisor • Modification of professional growth plans based on performance outcomes • Attendance/participation in trainings, continuing education or advanced coursework • Supervision of clinical fellowship year or externships for SLPs • Mentoring of colleagues • Participates in activities contributing to profession (service on district or state committee, leadership committee, etc.) • Presentations made to staff, parents and/or parents • Incorporation of new skills and knowledge into daily educational activities • Written communication is professionally appropriate • Appropriate oral communication during school-based meetings • Appropriate oral communication in therapy and classroom settings • Compliance with professional, ethical and educational standards • Compliance with federal and state laws, district policies and guidelines

EMSESEP for Staffing Specialists

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Domain A: Data-based Decision Making and Evaluation of Practices (Staffing Specialists)

<i>Highly Effective</i>	<i>Effective</i>	<i>Emerging</i>	<i>Ineffective</i>
1. Collects and uses data to develop and implement interventions within a problem-solving framework.			
<i>In addition to the characteristics of Effective:</i> Reviews and collects school or district data relevant to the application and problem solving approach in the implementation and development of a school wide plan.	Reviews and collects school based data relevant to the implementation and development of students' individualized plans through the collaboration with other interrelated individuals and professionals that support the student needs.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Analyzes multiple sources of qualitative and quantitative data to inform decision-making.			
<i>In addition to the characteristics of Effective:</i> Provides leadership and facilitation in analyzing, integrating and interpreting data.	Assists relevant individuals with analyzing, integrating and interpreting data from multiple sources including assessments and uses comparisons among previous data collected to determine the student learning needs and instruction, which will drive the learning process	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Uses data to monitor student progress (academic, social/emotional/behavioral) and health and evaluate the effectiveness of services on student achievement.			
<i>In addition to the characteristics of Effective:</i> Uses grade-level, school or district-wide student data to facilitate the monitoring of student progress to evaluate the effectiveness of academic, behavioral and/or health needs and modify interventions and services based on the data collected.	Uses student data to monitor student progress to evaluate the effectiveness of academic, behavioral and/or health needs and create interventions based on the data collected.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Shares student performance data in a relevant and understandable way with students, parents and administrators.			
<i>In addition to the characteristics of Effective:</i> Provides feedback that creates a clear vision of the priority instructional goals for the school and can discuss in a way that is understandable and relevant to the cause and effect relationship between practice and student achievement	Provides feedback on the assessed areas of concern with other data collected on student performance to stakeholders (students, teachers, parents, administrators and school teams) and presents this information in a way that is understandable and relevant to stakeholder interest/needs.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

Evidences for Domain A	
<i>Sources of Evidence:</i>	<i>Types of Evidence:</i>
<input type="checkbox"/> Student Records <input type="checkbox"/> Health Care Plans/ Medical diagnosis from student's physician <input type="checkbox"/> Stakeholder feedback, including student families <input type="checkbox"/> Conference/Interview <input type="checkbox"/> Student assessment(s), including transition assessment, if applicable <input type="checkbox"/> Professional Growth Plan <input type="checkbox"/> Meeting notes/minutes <input type="checkbox"/> Other:	<p>Documentation of problem identification and problem analysis with graphed data and gap analysis (e.g., screening, progress monitoring, diagnostic assessment)</p> <ul style="list-style-type: none"> • Problem- Solving/Intervention Plan • Academic Intervention Record • Behavior Intervention Plan • Progress- Monitoring Plan • Individual Education Plan • Health Care Plan <p>Documentation based on assessment, observation and/or interpretation of student performance and progress (e.g., Psycho-educational, Functional Behavioral Assessment, Transition Assessment, teacher and parent input forms)</p>

Domain B: Instruction/Intervention Planning & Design			
Highly Effective	Effective	Emerging	Ineffective
1. Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral and health interventions and supports.			
<i>In addition to the characteristics of Effective:</i> Uses school or district level data in a problem-solving framework.	Collaborates with appropriate school or district level professionals in a problem solving framework to plan the academic, behavioral and /or health interventions and supports to assist in individual student’s needs	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.			
<i>In addition to the characteristics of Effective:</i> Uses grade-level, school or district-wide data to improve student outcomes.	Uses multiple sources of data to facilitate the planning and design of instruction and interventions that promote student achievement and are aligned with school and district improvement plans and state and federal mandates.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Applies evidence-based research and best practices to improve instruction/interventions.			
<i>In addition to the characteristics of Effective:</i> Provides leadership and training in the use of evidence- based and best practices to improve student instruction and interventions.	Applies evidence-based and best practices when facilitating the development and planning of student instruction and interventions.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Develops intervention support plans that help the student, family or other community agencies and systems of support reach a desired goal.			
<i>In addition to the characteristics of Effective:</i> Collaborates with community agencies (e.g., Vocational Rehabilitation, Agency for Persons with Disabilities, etc.) to develop systems of support.	Facilitates the development of plans with the collaboration of a team that may involve community agencies (e.g., Vocational Rehabilitation, Agency for Persons with Disabilities, etc.) and other systems of support in an effort to support the student and their family with specific needs.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
5. Engages parents and community partners in the planning and design of instruction/interventions.			
<i>In addition to the characteristics of Effective:</i> Facilitates strategies and engages in the planning and design of student instruction and interventions with input from the parent and community partners.	Engages and collaborates with parents and community partners to ensure their input in the planning and design of-instruction and interventions.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

Evidences for Domain B	
<i>Sources of Evidence:</i>	<i>Types of Evidence:</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Student Records <input type="checkbox"/> Health Care Plans/ Medical diagnosis from student's physician <input type="checkbox"/> Stakeholder feedback, including student families <input type="checkbox"/> Conference/Interview <input type="checkbox"/> Student assessment(s), including transition assessment, if applicable <input type="checkbox"/> Professional Growth Plan <input type="checkbox"/> Meeting notes/minutes <input type="checkbox"/> Other: 	<p>Documentation of problem identification and problem analysis with graphed data and gap analysis (e.g., screening, progress monitoring, diagnostic assessment)</p> <ul style="list-style-type: none"> • Problem- Solving/Intervention Plan • Academic Intervention Record • Behavior Intervention Plan • Progress- Monitoring Plan • Individual Education Plan • Health Care Plan <p>Documentation based on assessment, observation and/or interpretation of student performance and progress (e.g., Psycho-educational, Functional Behavioral Assessment, Transition Assessment, teacher and parent input forms)</p> <p>Problem- Solving/ Intervention Plan- documentation of intervention and monitoring of student response (e.g., RtI data, progress monitoring data)</p> <p>Documentation systems that track and verify student services from school professionals and outside professionals</p> <p>Conference notes and logs</p> <p>In-service trainings / presentations (handouts, agenda, PowerPoint)</p>

Domain C: Instruction/Intervention Delivery and Facilitation			
Highly Effective	Effective	Emerging	Ineffective
1. Collaborates with school-based and district level teams to develop and maintain a multi-tiered continuum of services (MTSS) to support the academic, social, emotional, behavioral success and health of all students.			
<i>In addition to the characteristics of Effective:</i> Coordinates and facilitates the collaboration of school-based or district level teams.	Collaborates with a team of school-based personnel to implement multi-tiered supports that address academic, social/emotional behavioral and health success of students.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Consults and collaborates at the individual, family, group and systems levels to implement effective instruction and intervention services.			
<i>In addition to the characteristics of Effective:</i> Coordinates and facilitates students, their families and the appropriate team members.	Consults and collaborates with students, their families and the appropriate team members to support the development and implementation of effective instruction and intervention services that will support the student's needs.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Implements evidence-based practices within a multi-tiered framework.			
<i>In addition to the characteristics of Effective:</i> Coordinates and facilitates the collaboration of appropriate team members.	Collaborates with the appropriate team members to facilitate the implementation of evidence-based practices that are proven to achieve positive student outcomes within a multi-tiered framework.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Identifies, provides and /or refers for supports designed to help students overcome barriers that impede learning.			
<i>In addition to the characteristics of Effective:</i> Provides training and mentoring of professionals of the process.	Assists in the planning and collaboration of professionals through the referral process of a student to determine and adjust supports after student data has been collected and interpreted to develop an effective individualized plan for student	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
5. Promotes student outcomes related to career and college readiness.			
<i>In addition to the characteristics of Effective:</i> Implements activities that promote self-advocacy and transitional needs.	Coordinates collaboration with the student, teachers, guidance counselors and other appropriate team members to promote in the self-advocacy and transitional needs related to career and college readiness through self determination which will prepare the student with post school outcome goals.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

Domain C: Instruction/Intervention Delivery and Facilitation			
Highly Effective	Effective	Emerging	Ineffective
6. Provides relevant information regarding child and adolescent development, barriers to learning and student risk factors.			
In addition to the characteristics of <i>Effective</i> : Selects, develops, modifies and/or adapts materials and resources which support learning objectives by addressing student development, student risk factors, varying student learning styles and special needs of the student.	Coordinates and supports collaboration between the school psychologist, [delete "assigned"] teachers and other relevant professionals to help a student's team understand any relevant information regarding the student's risk factors and student development that may be causing barriers to learning.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

Evidences for Domain C	
Sources of Evidence:	Types of Evidence:
<input type="checkbox"/> Student Records <input type="checkbox"/> Health Care Plans/ Medical diagnosis from student's physician <input type="checkbox"/> Stakeholder feedback, including student families <input type="checkbox"/> Conference/ Interview <input type="checkbox"/> Student assessment(s), including transition assessment, if applicable <input type="checkbox"/> Professional Growth Plan <input type="checkbox"/> Meeting notes/ minutes <input type="checkbox"/> Other:	Conference Notes RtI/MTSS documentation Individual Education Plans Functional Behavior Assessments and Behavior Intervention Plan Student data collection

Domain D: Learning Environment			
<i>Highly Effective</i>	<i>Effective</i>	<i>Emerging</i>	<i>Ineffective</i>
1. Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.			
<i>In addition to the characteristics of Effective:</i> Coordinates and facilitates collaboration.	Collaborates with educators and administrators to develop and/or implement a school-wide positive behavior support system that includes high expectations for all students	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).			
<i>In addition to the characteristics of Effective:</i> Coordinates a process with educators, students and families about school level activities that will encourage student engagement to reflect an outcome of student achievement and success	Collaborates and consults with educators, students and families to identify the strengths and needs of the student as part of the problem solving and intervention planning process to increase student engagement.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Promotes safe school environments.			
<i>In addition to the characteristics of Effective:</i> Coordinates on the development of classroom management systems.	Consults on the development of classroom management systems that promote healthy, safe and accessible school environments.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Integrates relevant cultural issues and contexts that impact family-school partnerships.			
<i>In addition to the characteristics of Effective:</i> Assists in collaboration among individuals and organizations to improve cultural, social and societal issues that impact family school relationships through planning activities considering individual student's culture, learning styles, special needs and socio-economical background.	Identifies relevant cultural, social and societal issues that impact family school relationships and uses the knowledge to problem solve possible prevention and intervention strategies.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

Evidences for Domain D

<i>Sources of Evidence:</i>	<i>Types of Evidence:</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Student Records <input type="checkbox"/> Health Care Plans/ Medical diagnosis from student's physician <input type="checkbox"/> Stakeholder feedback, including student families <input type="checkbox"/> Conference/Interview <input type="checkbox"/> Student assessment(s), including transition assessment, if applicable <input type="checkbox"/> Professional Growth Plan <input type="checkbox"/> Meeting notes/minutes <input type="checkbox"/> Other: 	<p>Threat Assessment</p> <p>School Climate surveys</p> <p>In-service Training- presentation/ facilitation related to school climate, violence prevention, crisis intervention and cultural sensitivity</p> <p>School level activities to promote student success and progress (e.g., FCAT rallies, SAT/ACT high score achiever certificate, good student attendance certificate, honor roll acknowledgement)</p>

Domain E: Professional Learning, Responsibility and Ethical Practice			
<i>Highly Effective</i>	<i>Effective</i>	<i>Emerging</i>	<i>Ineffective</i>
1. Develops a personal, professional growth plan that enhances professional knowledge, skills and practice; and addresses areas of need on the evaluation.			
<i>In addition to the characteristics of Effective:</i> solicits feedback from supervisors and colleagues and initiates activities or modifies plan based on performance outcomes.	Maintains a plan for continuous professional growth and skill development aligned with performance evaluation outcomes and personal/professional goals.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Engages in targeted professional growth opportunities and reflective practices (e.g., PLC).			
<i>In addition to the characteristics of Effective:</i> Facilitates professional learning activities and initiates activities that contribute to professional growth of self and others.	Participates in professional learning opportunities and reflective practices consistent with the professional growth plan.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Implements knowledge and skills learned in professional development activities.			
Integrates and applies acquired knowledge and training into professional practice in order to mentor and/or train others.	Implements knowledge and skills learned in professional development activities into professional practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Demonstrates effective recordkeeping skills.			
<i>In addition to the characteristics of Effective:</i> Facilitates communication, adapts communication style and content to a variety of audiences.	Demonstrates reliable recordkeeping and coherent and professional written and oral communication skills.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
5. Demonstrates effective oral and written communication skills.			
<i>In addition to the characteristics of Effective:</i> Facilitates communication, adapts communication style and content to a variety of audiences.	Demonstrates coherent and professional written and oral communication skills.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
6. Complies with national and state laws, district policies and guidelines and ethical educational and professional standards.			
<i>In addition to the characteristics of Effective:</i> Serves as a model for colleagues in displaying high standards of professionalism and ethics in accordance with laws, policies, guidelines and standards.	Complies with applicable laws, rules, guidelines and policies at the federal, state and local levels. Adheres to professional standards, ethics and practices.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

Evidences for Domain E	
<i>Sources of Evidence:</i>	<i>Types of Evidence:</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Student Records <input type="checkbox"/> Health Care Plans/ Medical diagnosis from student's physician <input type="checkbox"/> Stakeholder feedback, including student families <input type="checkbox"/> Conference/ Interview <input type="checkbox"/> Student assessment(s), including transition assessment, if applicable <input type="checkbox"/> Professional Growth Plan <input type="checkbox"/> Meeting notes/ minutes <input type="checkbox"/> Other: 	<ul style="list-style-type: none"> Professional accolades from local, state and national professional organizations Documentation of professional conferences and workshops Professional learning community participation and facilitation Documentation of supervision and/or mentoring activities Demonstrate of organization and time management (e.g., logs and calendars)

Scoring the Evaluation Rubric for Professional Practices

General Instructions

The Evaluation Rubric for Professional Practices should be completed using evidence from multiple methods and sources. An optional Evaluation Rubric Scoring Protocol is provided (Form 1, p. 49); however, districts may choose to develop their own scoring rubric for professional practices. Whether using the provided scoring protocol or a district-developed scoring protocol, the evaluator should become familiar with the five domains, the four levels of performance for each of the practices and the methods and sources of evidence that will be used to determine the level of performance prior to scoring the Evaluation Rubric.

Completing the Evaluation Rubric Scoring Protocol

For each practice on the Evaluation Rubric for Professional Practices, the evaluator must determine the professional's performance level using the indicator statements as a guide. Refer to the indicator statements on the Evaluation Rubric for Professional Practices to assist in determining the appropriate rating. The indicator statements correspond to four levels of performance: *Highly Effective*, *Effective*, *Emerging* and *Ineffective*. Determine the indicator statement that best describes the level of performance for the professional being evaluated and then rate each practice on a scale from 1–4 (*Highly Effective* = 4, *Effective* = 3, *Emerging* = 2 and *Ineffective* = 1). It is recommended that the evaluator start with the indicator statement for *Effective*, as this performance level is the most likely to capture the majority of employees and then move up or down the performance level/effectiveness scale as needed.

For each practice, identify the evidence used as documentation of performance under the practice statement. It is best to establish documentation evidence in the pre-evaluation phase. There is a comments section at the end of each domain. General comments about the domain may be captured here. Ratings of *Emerging* or *Ineffective* require a statement of the specific supports and activities (e.g., training, supervision, professional development) that will be implemented to move the professional to becoming *Effective* in that practice.

Scoring Instructions

- **For each practice statement:** Check the box that corresponds to the level of performance for the professional (4, 3, 2, 1). This is the practice rating score.
- **For each domain:** Sum the ratings (4, 3, 2, 1) for each of the practices. Divide by the number of practices and then multiply by 10 to obtain the total score. This is the domain score. Each domain is worth a maximum of 40 points.
- **TOTAL:** Sum the scores from each of the five domains. This is the TOTAL score for the Evaluation Rubric for Professional Practices (range from 50-200).

The following is an example of an overall performance rating for the *EVALUATION RUBRIC FOR PROFESSIONAL PRACTICES*:

Highly Effective *Effective* *Emerging* *Ineffective*

Total Score (range)	Performance Level Rating
175–200	<i>Highly Effective</i>
125–174	<i>Effective</i>
75–124	<i>Emerging</i>
< 75	<i>Ineffective</i>

The district may adopt different score ranges for determining the overall rating for the evaluation rubric that are consistent with the district teacher evaluation system.

Evaluation Rubric Scoring Protocol

Name:	Employee ID#:
Position:	Assignment:
Evaluator:	Date:

Scoring Key:

HE (*Highly Effective*) = 4 **E** (*Effective*) = 3 **Em** (*Emerging*) = 2 **InE** (*Ineffective*) = 1

Domain A: Data-Based Decision Making and Evaluation of Practices	Rating Scores			
	HE	E	Em	InE
A-1. Collects and uses data to develop and implement interventions within a problem-solving framework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
A-2. Analyzes multiple sources of qualitative and quantitative data to inform decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
A-3. Uses data to monitor student progress (academic and social/emotional/behavioral) and evaluate the effectiveness of services on student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
A-4. Shares student performance data in a relevant and understandable way with students, parents and administrators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
TOTAL (Add the practice rating scores in Domain A ÷ 4, then multiply by 10 =)				
<i>Domain A Section Comments:</i>				

Domain B: Instruction/Intervention Planning and Design	Rating Scores			
	HE	E	Em	InE
B-1. Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral and health interventions and supports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
B-2. Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
B-3. Applies evidence-based research and best practices to improve instruction/interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
B-4. Develops intervention support plans that help the student, family or other community agencies and systems of support reach a desired goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
B-5. Engages parents and community partners in the planning and design of instruction/interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
TOTAL (Add the practice rating scores in Domain B ÷ 5, then multiply by 10 =)				
<i>Domain B Section Comments:</i>				

Domain C: Instruction/Intervention Delivery and Facilitation	Rating Scores			
	HE	E	Em	InE
C-1. Collaborates with school-based and district-level teams to develop and maintain a multi-tiered system of supports (MTSS) to support the academic, social, emotional and behavioral success and health of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
C-2. Consults and collaborates at the individual, family, group and systems levels to implement effective instruction and intervention services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
C-3. Implements evidence-based practices within a multi-tiered framework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
C-4. Identifies, provides and/or refers for supports designed to help students overcome barriers that impede learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
C-5. Promotes student outcomes related to career and college readiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
C-6. Provides relevant information regarding child and adolescent development, barriers to learning and student risk factors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
TOTAL (Add the practice rating scores in Domain C ÷ 6, then multiply by 10 =				
<i>Domain C Section Comments:</i>				

Domain D: Learning Environment	Rating Scores			
	HE	E	Em	InE
D-1. Collaborates with teachers and administrators to develop and implement schoolwide positive behavior supports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
D-2. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
D-3. Promotes safe school environments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
D-4. Integrates relevant cultural issues and contexts that impact family-school partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
TOTAL (Add the practice rating scores in Domain D ÷ 4, then multiply by 10 =				
<i>Domain D Section Comments:</i>				

Evaluation Rubric Scoring Protocol

Domain E: Professional Learning, Responsibility and Ethical Practice	Rating Scores			
	HE	E	Em	InE
E-1. Develops a personal, professional growth plan that enhances professional knowledge, skills and practice and addresses areas of need on the evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
E-2. Engages in targeted professional growth opportunities and reflective practices (e.g., professional learning community).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
E-3. Implements knowledge and skills learned in professional development activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
E-4. Demonstrates effective recordkeeping skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
E-5. Demonstrates effective oral and written communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
E-6. Complies with national and state laws, district policies and guidelines and ethical educational and professional standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
TOTAL (Add the practice rating scores in Domain E ÷ 6, then multiply by 10 = <input style="width: 50px;" type="text"/>)				
<i>Domain E Section Comments:</i>				

EVALUATION RUBRIC TOTAL SCORE:

Domain A Score	<input style="width: 50px;" type="text"/>
Domain B Score	<input style="width: 50px;" type="text"/>
Domain C Score	<input style="width: 50px;" type="text"/>
Domain D Score	<input style="width: 50px;" type="text"/>
Domain E Score	<input style="width: 50px;" type="text"/>
TOTAL	<input style="width: 50px;" type="text"/>

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Recommendations for District Use

The Evaluation Cycle Process

The evaluation cycle is designed to inform those who are evaluated and those who conduct evaluations. This process supports self-reflection, feedback and summative evaluation.

Specifically:

- Self-reflection allows the professional to focus on proficiencies and growth needs. (Questions to ask: What am I good at? In what area(s) can I do better?)
- The evaluator(s) offers feedback on needed improvement. It may be recurring, to guide continuous growth in proficiency, as well as summative.
- Summative evaluation provides an assessment of proficiency and determines performance levels (i.e., Highly Effective, Effective, Emerging or Ineffective).

Figure 1. EMSESEP Evaluation Process



The EMSESEP process illustrated in Figure 1 (p. 67) describes the following stages:

Orientation

Orientation can occur at the start of a new work year, at the start of a new school year or at the start of an assignment (or new assignment) as a specialized ESE professional. The depth and detail of orientation may vary based on prior training and whether change in the evaluation model has occurred. In any case, some form of orientation is recommended and should include the following:

- Access to the same content and expectations related to the evaluation system, including relevant information, such as:
 - The Student Success Act
 - Applicable State Board of Education rules
 - Race to the Top (RTTT) requirements
 - Professional standards and best practices for speech language pathologist, occupational and physical therapists, behavior and staffing specialists
 - School/District Improvement Plans, subject to the evaluation system
- Orientation may be provided via review of district evaluation documents, online modules, mentor sessions or face-to-face training where district processes and expectations are identified.
- Personal reflection by the professional being evaluated regarding the connection between his/her practice and the evaluation indicators. This is a “what do I know and what do I need to know” self-check aligned with evaluation standards.

Pre-Planning and Evaluation

Pre-evaluation planning should follow orientation. The professional being evaluated and the evaluator prepare for a formal conference to address evaluation processes and expectations. At minimum, two things occur.

- The professional’s self-assessment (from orientation) moves to a specific identification of improvement priorities that are supported by data or evidence. This may include School Improvement Plan (SIP), District Improvement Plan (DIP), student achievement data, prior evaluations and evidence of systemic processes that need improvement.
- A face-to-face or teleconference meeting on “expectations” between professional and supervisor to address the evaluation process; perceptions from pre-evaluation planning; specific domains, practices and/or indicators that will be focused on during the evaluation; student growth measures; and relationship of evaluation indicators to the SIP or DIP.

Monitoring (Data Collection, Application to Practice)

Evaluators gather evidence that provides insights into the professional's level of proficiency on the practices reflected in the evaluation rubric.

- The specialized ESE professional shares evidence on practice(s). Evidence/data may come from site visits, formal or informal observations, evidences or input from others. The evaluator reviews accumulated information in the context of the evaluation system indicators. Input from multiple sources is critical when the ESE specialized professional serves multiple schools.
- Specific and actionable feedback is provided to the professional in a timely manner.
- Collegial groups, mentors, communities of practice (CoPs), professional learning communities and lesson study groups in which the specialized ESE professionals participate may provide specific and actionable feedback for desired improvement.

Mid-year Progress Review

At a mid-year point, a progress review is conducted.

- Actions and impacts of actions taken on priorities identified during orientation and /or pre-planning stages are reviewed.
- Any indicators the evaluator identified for specific status update are reviewed. (The specialized ESE professional is given notice of these indicators prior to the progress check, as the feedback expected is more specific than that for the general indicator overview.)
- The specialized ESE professional is prepared to provide a general overview of actions/processes that apply to all of the domains and practice areas and may include any of the indicators in the district system. Indicators that the evaluator or the specialized ESE professional wishes to address should be included.
- Feedback (state or district equivalent) is used to provide information on all indicators for which there is sufficient evidence to rate proficiency. Actions or inactions resulting in an unsatisfactory rating are communicated. Indicators for which there is insufficient evidence to rate proficiency are noted. Notes or memorandums may be attached to forms to reflect discussion.

Performance Evaluation/Year-end Meeting

The evaluation form is prepared and a performance rating is assigned.

- Include relevant and appropriate evidence by appropriate parties entitled to provide input into the evaluation; review evidence of proficiency; and consolidate domain ratings to calculate a proficiency level.
- Establish year-end meeting to discuss EMSESEP.
- Review priority growth issues that should be considered during the next evaluation cycle.

EMSESEP and the District Framework

The EMSESEP is intended to serve as Florida’s model that local school districts can adopt, adapt or use as a guide as they enhance their district performance evaluation system for specialized ESE professionals. School districts may have local requirements, initiatives, mandates or other needs that necessitate aligning the EMSESEP with a district-specific evaluation system.

When implementing the EMSESEP, a school district may want to consider the following:

- Inter-rater reliability: With a thorough understanding of the skills expected and the levels of performance, evaluators should be able to provide similar feedback and ratings so that there is consistent use of the EMSESEP across the district.
- Timely feedback: To promote improvement, evaluator feedback must be specific, actionable and timely.
- Conference procedures: Know meetings and conference protocols and the proper use of forms and records.
- Process and procedures for implementing the EMSESEP: Know the timelines, recordkeeping, scoring rules, methods for gathering evidence and sources to be used.
- Student growth measures: Determine the requirements regarding the measurement of student growth.
- Sources of information about the EMSESEP: Where can professional access guides and documents regarding the EMSESEP?
- Additional metrics: Provide training on any additional metrics used to supplement the EMSESEP rubric.

When adapting to the EMSESEP, a school district may want to consider the following:

- The EMSESEP was designed using five domains and 25 professional practice standards. A school district may choose to supplement the evaluation rubrics with additional practices that align with local requirements.
- The district may also wish to provide additional evidences of practice that support the specialized ESE professional practices that are particular to the district framework and local job responsibilities.
- A school district may choose to label the four levels of performance differently, but they should ensure clear and sufficient differentiation between the levels of performance and provide consistency in meaning across the evaluation system.

Glossary of Terms

ASSESSMENT DATA: Student performance on screening, diagnostic, progress-monitoring and formative and summative assessments used as a measure of student achievement or growth.

BARRIERS TO LEARNING: External and/or internal factors that interfere with a student's ability to benefit from instruction.

BEHAVIORAL INSTRUCTION/INTERVENTION: Strategies, procedures, protocols and supports implemented to modify and/or maintain a student's behavior

COLLABORATION: A situation in which two or more people work together toward a common goal.

CONTINUOUS IMPROVEMENT: Ongoing strategy to identify and monitor skill and professional growth.

CRISIS INTERVENTION: Immediate, brief and time-specific clinical response used to stabilize an emergency situation.

DATA-BASED DECISION MAKING: Ongoing process of analyzing and evaluating information to inform important educational decisions and actions.

DISTRICT IMPROVEMENT PLANS (DIP): Florida's system of school improvement and accountability consistent with and implemented through the districts' planning and budgeting system.

EFFECTIVENESS: Degree to which instruction/intervention results in the desired outcome.

EMERGING: Professional skills are developing but require supervision, support and/or training to be effective independently.

ENGAGEMENT: Describes various aspects of attachment, belonging and enjoyment and includes perspectives related to behavioral, emotional (affective) and cognitive (investment in learning) areas. Engagement has been shown to correlate positively with achievement and success in school.

EVIDENCE-BASED PRACTICES: Practices/interventions for which there is consistent scientific evidence showing positive student outcomes when implemented with fidelity.

INTERVENTION DESIGN: Process of planning and developing to guide intervention implementation. (The What? Who? How? When? And Where?)

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS): Systemic use of multi-source assessment data to most efficiently allocate resources in order to improve learning for all students, through integrated academic and behavioral supports.

MULTICULTURAL UNDERSTANDING: Refers to sensitivity and appreciation of the language, history, values, experiences and lifestyles of different groups.

OCCUPATIONAL THERAPY: Services provided by a licensed occupational therapist or a licensed occupational therapy assistant pursuant to the provisions of [Section 486.203, Florida Statutes \(F.S.\)](#), that include improving, developing or restoring functions impaired or lost through illness, injury, or deprivation; improving ability to perform tasks for independent functioning if functions are impaired or lost; and preventing, through early intervention, initial or further impairment or loss of function.

PHYSICAL THERAPY: Physical therapy means services provided by a qualified physical therapist. Physical therapy must be provided in accordance with [§ 486.021, F.S.](#), that include the treatment of any disability, injury, disease, or other health condition of human beings, or the prevention of such disability, injury, disease, or other condition of health.

PROBLEM-SOLVING FRAMEWORK: Four-step problem-solving process used to identify, develop, implement and evaluate strategies to accelerate the performance of ALL students. The problem-solving process is applicable to all three tiers of instruction/intervention and can be applied at the community, district, school, classroom and/or individual student levels.

PROFESSIONAL LEARNING COMMUNITY (PLC): Self-created community of professionals working in a collaborative, supportive and interactive learning environment to expand knowledge, improve skills and increase effectiveness.

PROGRESS MONITORING: Scientifically based practice used to assess students' academic performance through brief, frequent assessments of student performance that is used to track student response to instruction and intervention and evaluate the effectiveness of instruction or intervention.

QUALITATIVE DATA: Data collected through focus groups, interviews, opened-ended questionnaire items and other less structured situations. Qualitative data does not draw statistical inferences and often uses explicit sampling strategies and systematic data analysis

REFLECTIVE PRACTICES: The variety of practices, materials and technologies that foster critical, creative and reflective thinking aligned with standards of the profession.

SCHOOL IMPROVEMENT PLANS (SIP): Florida’s system of school improvement and accountability consistent with and implemented through the schools’ planning and budgeting system.

SCHOOLWIDE POSITIVE BEHAVIOR SUPPORTS: Decision-making framework that guides selection, integration and implementation of the best evidence-based behavioral practices for improving important academic and behavior outcomes for all students.

SERVICE DELIVERY TIME: Scheduled student occupational, physical, or speech/language therapy sessions as documented on the IEP, educational plan (EP) individual family support plan (IFSP), or Section 504 Plan.

STAKEHOLDERS: Educational community—students, families, teachers, administrators, policymakers and the public having an interest or concern in education outcomes.

STUDENT PERFORMANCE DATA: Data measuring student achievement progress used to monitor students’ academic progress, evaluate instructional practices and make decisions in classrooms, schools and districts.

STUDENT RISK FACTORS: Internal or external influences that potentially impede student achievement.

SUPPORT PLANS: Plan of action describing the system of support required to reach a desired goal.

SYSTEMS LEVEL: Schoolwide or districtwide practices/interventions/supports.

THERAPY DESIGN AND INTERVENTION: Educationally relevant occupational, physical or speech/language therapy plans of treatment.

THERAPEUTIC ENVIRONMENT: The setting for the delivery of occupational, physical or speech/language therapy.

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Appendix A: Resources

American Occupational Therapy Association (AOTA): Official Documents

<http://www.aota.org/AboutAOTA/Official.aspx>

Select documents for additional information:

- *AOTA Guidelines for Supervision, Roles, and Responsibilities During the Delivery of Occupational Therapy Services* (edited 2009)
<http://www.aota.org/~media/Corporate/Files/AboutAOTA/OfficialDocs/Guidelines/Guidelines%20for%20Supervision%20Roles%20and%20Responsibilities.ashx>
- *AOTA Occupational Therapy Code of Ethics and Ethics Standards* (2010)
<http://www.aota.org/AboutAOTA/Official.aspx#sthash.LKTMzY51.dpuf>
- *AOTA Standards for Continuing Competence* (2010 Revisions)
<http://www.aota.org/~media/Corporate/Files/AboutAOTA/OfficialDocs/Standards/Standards%20for%20Continuing%20Competence%202010%20Revision.ashx>
- *AOTA Standards of Practice for Occupational Therapy* (2010)
<http://www.aota.org/AboutAOTA/Official.aspx#sthash.LKTMzY51.dpuf>

American Physical Therapy Association (APTA): Policies and Bylaws

<http://www.apta.org/Policies/>

Select documents for additional information:

- *APTA Code of Ethics for the Physical Therapist*
http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/HOD/Ethics/Code_ofEthics.pdf
- *APTA Guide for Professional Conduct*
http://www.apta.org/uploadedFiles/APTAorg/Practice_and_Patient_Care/Ethics/GuideforProfessionalConduct.pdf
- *APTA Standards of Practice for Physical Therapy*
http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/HOD/Practice/Standards.pdf
- *APTA Criteria for Standards of Practice for Physical Therapy*
http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/BOD/Practice/CriteriaforStandardsofPractice.pdf
- *APTA Standards of Ethical Conduct for the Physical Therapist Assistant*
http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/HOD/Ethics/Standards.pdf
- *APTA Guide for Conduct of the Physical Therapist Assistant*
http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/Bylaws_and_Rules/GuidefortheConductofthePTA.pdf

- § 486.021, F.S.
http://archive.flsenate.gov/statutes/index.cfm?m&App_mode=Display_Statute&URL=0400-0499/0486/0486ContentsIndex.html

American Speech–Language–Hearing Association

Select documents for additional information:

- *ASHA Code of Ethics* <http://www.asha.org/policy/ET2010-00309/>
- *Roles and Responsibilities of SLPs in the Schools*
<http://www.asha.org/policy/PS2010-00318.htm>
- *Performance Assessment of Contributions and Effectiveness of Speech-Language Pathologists (PACE)* <http://www.asha.org/Advocacy/state/Performance-Assessment-of-Contributions-and-Effectiveness/>
- *ASHA Scope of Practice in Speech-Language Pathology*
<http://www.asha.org/docs/html/SP2007-00283.html>
- *ASHA Preferred Practice Patterns* <http://www.asha.org/policy/PP2004-00191.htm>
- *ASHA 2014 Standards and Implementation Procedures for the Certificate of Clinical competence in Speech-Language Pathology* <http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>

Behavior Analyst Certification Board® – Guidelines for Responsible Conduct for Behavior Analysts <http://www.bacb.com/index.php?page=57>

Florida’s Multi-Tiered System of Supports (MTSS)
<http://www.florida-rti.org/floridaMTSS/index.htm>

Florida Positive Behavior Support (PBS) <http://fpbs.fmhi.usf.edu>

Positive Behavioral Intervention and Supports <http://www.pbis.org>

Florida Department of Education—District Performance Evaluation Systems
<http://www.fldoe.org/profdev/pa.asp>

Florida Problem Solving and Response to Intervention Project
<http://www.floridarti.usf.edu/>

Student Support Services Project <http://sss.usf.edu/>

Appendix B: Research Support for Practices in the EMSESEP Model

The following identifies research that supports practices within each of the domains of the EMSESEP.

DATA-BASED DECISION MAKING AND EVALUATION OF PRACTICES

- Burns, M. K., Appleton, J. J., & Stehouwer, J. D. (2005). Meta-analysis of response-to-intervention research: Examining field-based and research-implemented models. *Journal of Psychoeducational Assessment, 23*, 381–394.
- Howell, K. W., & Nolet, V. (2000). *Curriculum-based evaluation: Teaching and decision making*, (3rd edition). Belmont, CA: Wadsworth.
- Jimerson, S. R., Burns, M. K., & VanDerHeyden, A. M. (Eds.). (2007). *Handbook of response to intervention: The science and practice of assessment and intervention*. New York: Springer.
- Shinn, M. R. (2010). Building a scientifically based data system for progress monitoring and universal screening across three tiers, including RTI using a curriculum-based measurement. In M. Shinn, & H. M. Walker (Eds.), *Interventions for achievement and behavior problems in a three-tier model including RTI* (pp. 259–292). Bethesda, MD: National Association of School Psychologists.

INSTRUCTION/INTERVENTION PLANNING AND DESIGN

- Adelman, H. S., & Taylor, L. (2006). *The implementation guide to student learning supports in the classroom and school-wide: New directions for addressing barriers to learning*. Thousand Oaks, CA: Corwin Press.
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