Non-Classroom Teachers
Dimension 1: Instruction/Intervention Planning and Design for Non-Classroom Teachers

Elements	Distinguished (13 Points)	Proficient (10 Points)	Developing (6 Points)	Unsatisfactory (1 Point)
I. Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral, and health interventions and supports.	1. Provides a leadership role by training others and facilitating team members' ability to identify, problem solve, and plan academic and behavioral interventions.	1. Works with team and team members to identify, problem solve, and plan academic, behavioral, and health interventions.	1. Practice is emerging but requires supervision, support, and/or training to be effective independently.	1. Does not work with team to identify, problem solve, and plan academic and behavioral interventions. 2. Ineffectively demonstrates the practice/skill required
II. Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.	1. Trains or mentors others in collecting and using multiple sources of data, including classroom, district, and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates.	1. Uses multiple sources of data, including classroom, district, and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates.	1. Practice is emerging but requires supervision, support, and/or training to be effective independently.	1. Instruction and interventions are not aligned with school improvement priorities and other mandates
III. Applies evidence-based research and best practices to improve instruction/interventions.	1. Applies evidenced-based best practices when developing and planning instruction and interventions across all levels (individual, targeted group, school, systems).	1. Applies evidence-based and best practices when developing and planning instruction and intervention.	1. Practice is emerging but requires supervision, support, and/or training to be effective independently.	1. Fails to apply or poorly applies evidence-based and best practices when developing and planning instruction and intervention
IV. Develops intervention support plans that help the student, family, or other community agencies and systems of support to reach a desired goal.	1. Collaborates to identify systems- level needs, resources, and infrastructure to access services and supports.	1. Develops a support plan that reflects the goals of student/client systems and supports the goal.	1. Practice is emerging but requires supervision, support, and/or training to be effective independently.	1. Support plans are ineffectively developed

Dimension 2: Learning Environment for Non-Classroom Teachers

Elements	Distinguished (13 Points)	Proficient (10 Points)	Developing (6 Points)	Unsatisfactory (1 Point)
I. Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.	1. Interacts with school, district, parents, and community partners to sustain and promote effective system-wide programs/services that result in a healthy school climate.	1. Interacts with school personnel to promote and implement school-wide positive behavior supports.	1. Practice is emerging but requires supervision, support, and/or training to be independently effective.	1. Does not interact with school personnel to promote and implement school-wide positive behavior supports. 2. Poorly demonstrates the practice/skill required
II. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience ownership).	1. Examines need and feasibility for systemic intervention to support and increase student engagement.	1. Consults with school staff and students to identify strengths and weaknesses as part of problem solving and intervention planning to increase student engagement	1. Practice is emerging but requires supervision, support, and/or training to be independently effective.	1. Does not consult with school personnel to support and /or increase student engagement. 2. Ineffectively demonstrates the practice/skill required
III. Integrates relevant cultural issues and contexts that impact family–school partnerships.	1. Creates and promotes multicultural understanding and dialogue through training and information dissemination to examine the broader context of cultural issues that impact family–school.	1. 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.	1. Practice is emerging but requires supervision, support, and/or training to be independently effective.	1. Does not or ineffectively demonstrates knowledge of cultural influences on students, teachers, communication styles, techniques, and practices.
IV. Promotes a continuum of crisis intervention services	1. Engages the learning community in strengthening crisis preparedness and response by organization, training, and information dissemination.	1. Collaborates in crisis planning, prevention, response, and recovery and/or collaborates in implementing/evaluating programs.	1. Practice is emerging but requires supervision, support and/or training to be independently effective.	1. Does not effectively demonstrate skills related to intervention services.
V. Allocates and manages time, space, and resources	1. Arranges physical resources to assure accessibility to all stakeholders.	1. Use of physical resources and space contribute to student success.	1. Use of physical space limits accessibility to parents and students.	1. Poor use of physical space and resources.
VI. Models clear, acceptable communication skills	1. Spoken and written language conforms to standard English and contains well-chosen vocabulary.	1. Spoken and written language conforms to standard English.	1. Spoken and written language is not always clear and understood.	1. Poor use of standard English.
VII. Directions, procedures, and feedback are clear to all stakeholders	1. Directions, procedures, and feedback are clear to all stakeholders.	1. Directions, procedures, and feedback are clear to most stakeholders.	1. Directions, procedures, and feedback are clarified to stakeholders after initial confusion	1. Directions and procedures are confusing.

Dimension 3: Instructional Delivery & Facilitation for Non-Classroom Teachers

Elements	Distinguished (13 Points)	Proficient (10 Points)	Developing (6 Points)	Unsatisfactory (1 Point)
I. Collaborates with school-based and/or district-level teams to develop and maintain a multi-tiered continuum of services to support the academic, social, emotional, and behavioral success and health of all students.	1. Facilitates the development of services at the school/ district level by planning and implementing interventions that address systemic issues/concerns. 2. Facilitates and uses various technology for implementing interventions on regular basis.	1. Facilitates the development of services at the school level by planning and implementing interventions whose intensity matches student, group, or school needs. 2. Uses various technology for implementing interventions periodically.	1. Practice is emerging but requires supervision, support, and/or training to be independently effective. 2. Uses various technology for interventions occasionally.	1. Does not contribute to the development and implementation of services at the school level ineffectively demonstrates the practice/skill required. 2. Does not use various technology for interventions.
II. Consults and collaborates at the school/systems level to plan, implement, and evaluate academic and social-emotional/behavioral services.	1. Consults and collaborates at the school/systems level to plan, implement, and evaluate academic and social-emotional/behavioral services.	1. Consults and collaborates at the individual, family, and group levels to plan, implement, and evaluate academic, social-emotional/ behavioral, and health services.	1. Practice is emerging but requires supervision, support, and/or training to be independently effective.	1. Does not consult/collaborate 2. Demonstrates practice/skill ineffectively when planning, implementing, or evaluating academic and social-emotional/behavioral services.
III. Implements evidence-based practices within a multi-tiered framework.	1. Assists in identifying and implementing evidence-based practices relevant to system-wide (school or district) interventions and supports.	1. Incorporates evidence-based practices in the implementation of interventions for individual students and targeted groups.	1. Practice is emerging but requires supervision, support, and/or training to be independently effective.	1. Does not incorporate. 2. Ineffectively demonstrates evidence-based practices when implementing interventions for individual students and targeted groups.
IV. Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning.	1. Identifies the systemic barriers to learning and facilitates the development of broader support systems for stakeholders.	1. Identifies barriers to learning and connects students with resources that support positive student outcomes/goals.	1. Practice is emerging but requires supervision, support, and/or training to be independently effective.	1. Does not identify barriers to learning or connect students with resources that support positive outcomes/goals. 2. Ineffectively demonstrates the practice/skill required.
V. Promotes student outcomes related to transitional needs.	1. Develops/plans district-level or school-level policies/interventions/supports that address student transitional needs.	1. Develops/plans interventions or programs to increase student engagement (e.g., attendance, on-task behavior, rigorous/relevant instruction, participation in school activities) and support attainment of transitional needs.	1. Practice is emerging but requires supervision, support, and/or training to be independently effective.	1. Does not develop interventions that increase student engagement or support attainment of postsecondary goals OR ineffectively demonstrates practice/skill required.

Dimension 3: Instructional Delivery & Facilitation for Non-Classroom Teachers - *continued*

Elements	Distinguished (13 Points)	Proficient (10 Points)	Developing (6 Points)	Unsatisfactory (1 Point)
VI. Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.	1. Develops/provides trainings that include best practices related to developmental issues, barriers to learning, and risk factors.	1. Provides students, staff, and parents with information, research, and best practices related to developmental issues, barriers to learning, and risk factors.	1. Practice is emerging but requires supervision, support, and/or training to be independently effective.	1. Does not inform students, staff, or parents about best practices related to developmental issues, barriers to learning, or risk factors OR demonstrates practice/skill ineffectively.

Dimension 4: Assessment for Non-Classroom Teachers

Elements	Distinguished (12 Points)	Proficient (9 Points)	Developing (5 Points)	Unsatisfactory (1 Point)
I. Collects and uses data to develop and implement interventions within a problem-solving framework.	1. Uses and/or facilitates collecting district data relevant to informing problem identification, problem analysis, and intervention design at the systems level.	1. Uses available school data and collects additional student data (e.g., screening, progress monitoring, and diagnostic assessment) relevant to informing problem identification, problem analysis, and intervention design.	1. Practice is emerging but requires supervision, support, and/or training to be effective independently.	1. Does not collect or use data to inform interventions within a problem-solving framework 2. Ineffectively demonstrates the practice/skill required
II. Analyzes multiple sources of qualitative and quantitative data to inform decision making to monitor student progress (academic, social/emotional/behavioral) and health and evaluate the effectiveness of services on student achievement.	1. Analyzes, integrates, and interprets data from multiple sources at the school or district level, and uses the data to inform systems-level decisions. 2. Uses school or district data to monitor the effectiveness of MTSS supports and district intervention program outcomes.	1. Analyzes, integrates, and interprets data from multiple sources at the individual and group level, and uses the data to inform decisions. 2. 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.	1. Practice is emerging but requires supervision, support, and/or training to be effective independently. 2. Practice is emerging but requires supervision, support, and/or training to be effective independently.	1. Does not analyze, integrate, and interpret data from multiple source or use data to inform decisions 2. Ineffectively demonstrates the practice/skill required 3. Does not monitor student progress or evaluate the effectiveness of 4. Academic and behavioral instruction/intervention 5. Ineffectively demonstrates the practice skill required
III. Shares student performance data in a relevant and understandable way with students, parents, and administrators.	1. Provides feedback on student performance and for effective 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.	1. Provides feedback on student performance and/or for effective 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.	1. Practice is emerging but requires supervision, support, and/or training to be effective independently.	1. Does not provide feedback on student performance and other assessment data 2. Does not present data in a way that is understandable and relevant 3. Ineffectively demonstrates the practice/skill required

Dimension 5: Professional Responsibilities & Ethical Practice for Non-Classroom Teachers

Elements	Distinguished (12 Points)	Proficient (9 Points)	Developing (5 Points)	Unsatisfactory (1 Point)
I. Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice and addresses areas of need on the evaluation.	1. Establishes continuous improvement strategy to identify and self-monitor areas for skill and professional growth based on performance outcomes.	1. Maintains a plan for continuous professional growth and skill development aligned with performance evaluation outcomes and personal/professional goals	1. Practice is emerging but requires supervision, support, and/or training to be independently effective.	1. Does not develop a personal professional growth plan with goals related to performance evaluation outcomes 2. Shows ineffective effort in this practice/skill.
II. Engages in targeted professional growth opportunities and reflective practices (e.g., professional learning community [PLC]).	1. Facilitates or actively contributes to professional learning communities' review of practices and response to feedback from supervisor and/or coworkers.	1. Participates in professional learning opportunities consistent with the professional growth plan and uses feedback from supervisor and/or colleagues for skill enhancement	1. Practice is emerging but requires supervision, support, and/or training to be independently effective.	1. Does not participate in professional development opportunities 2. Demonstrates poor acceptance and/or use of constructive feedback to enhance skills.
III. Demonstrates effective recordkeeping and communication skills.	1. Supports record/data management system impact on practice and facilitates active listening among professional learning community members.	1. Demonstrates reliable recordkeeping skills; demonstrates coherent, professional written/oral communication; adapts communication style and content to a variety of audiences; establishes rapport and is an active listener.	1. Practice is emerging but requires supervision, support, and/or training to be independently effective.	1. Does not or ineffectively maintains reliable system of recordkeeping; fails to or poorly demonstrates active listening, written, and/or verbal communication skills.
IV. Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards	1. Demonstrates a clear understanding of professional practice standards and ethics. 2. Operationalizes standards in day-to-day practice as a model for professional community members.	1. Adheres to professional standards, ethics and practices; maintains accurate, timely, and confidential records; and complies with relevant laws, rules, guidelines, and policies at the national, state, and local levels.	1. Practice is emerging but requires supervision, support, and/or training to be independently effective.	1. Does not adhere to standards of professional practice, national and state laws, and/or local policy and procedures in the professional arena
V. Reports to stakeholders about student performance and academic progress	1. Consistently interprets and explains individual school or grade-level academic progress (assessment results, accomplishments, and needs for improvement) in a manner that provides stakeholders with an ongoing picture of student performance.	1. Interprets and explains district level academic progress (assessment results, accomplishments, and needs for improvement) in a manner that provides stakeholders with an accurate picture of student performance.	1. Limited information shared with stakeholders on student progress at the district or school level. 2. Does not provide an accurate picture of student performance in a timely manner.	1. Does not provide stakeholders with information about students' performance and academic progress.