

TEACHER SUPPORT SPECIALISTS: SPECIAL EDUCATION
DOMAIN 1: PLANNING AND PREPARATION

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
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| 1a: Demonstrating knowledge and skill in the specialist area; holds relevant certificate, license, or training/experience | Specialist demonstrates little or no knowledge and skill in the area; does not hold the necessary certificate, license or training/experience. | Specialist demonstrates basic knowledge and skill in the area; holds the necessary certificate, license, or training/experience. | Specialist demonstrates thorough knowledge and skill in the area; holds the necessary certificate, license or training/experience. | Specialist demonstrates extensive knowledge and skill in the area; holds an advanced certificate, license or training /experience. |
| 1a: CP: Knowledge and use of achievement data across demographic groups <i>*priority SEP</i> | The teacher reviews student achievement data but inconsistently considers demographic differences such as race, ethnicity, or home language when analyzing data or planning instruction. | The teacher considers disaggregated data by race, ethnicity, and home language during planning and occasionally adjusts instruction based on patterns in student performance. | The teacher consistently analyzes and uses disaggregated student achievement data to inform instruction, identifying and responding to group and individual learning needs. | The teacher, independently and in collaboration with colleagues, gathers and uses a variety of student data—including disaggregated academic, behavioral, and demographic data—to evaluate learning outcomes and adjust instruction. |
| 1b: Establishing goals for the program appropriate to the setting and the students served | Specialist has no clear goals for the program, or they are inappropriate to either the situation or the age of the students. | Specialist's goals for the program are rudimentary, and are partially suitable to the situation and the age of the students. | Specialist's goals for the program are clear and appropriate to the situation in the school and to the age of the students. | Specialist's goals for the program are highly appropriate to the situation in the school and to the age of the students, and were developed following consultations with administrators and teachers. |
| 1b:CP: Knowledge of students' cultures and application across content <i>*priority SEP</i> | The teacher demonstrates limited knowledge of students' cultural backgrounds and infrequently connects content to students' lived experiences. The teacher rarely incorporates students' cultural backgrounds into classroom | The teacher acknowledges students' cultural backgrounds and occasionally integrates these into content and instructional planning. The teacher occasionally acknowledges students' cultural | The teacher plans content and instruction that reflects students' cultures and backgrounds, using culturally responsive strategies to support learning goals. The teacher creates opportunities for students to make | The teacher consistently uses an asset-based lens and culturally responsive practices to support each student's learning goals through planning and preparation. The teacher engages students in |

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| | discussions or instruction related to academic performance. | backgrounds in relation to classroom content and performance. | connections between their cultural backgrounds and academic learning. | reflecting on their cultural backgrounds and academic performance. |
| 1c: Demonstrating knowledge of district, state and federal regulations and guidelines | Specialist demonstrates little or no knowledge of special education laws and procedures. | Specialist demonstrates basic knowledge of special education laws and procedures. | Specialist demonstrates thorough knowledge of special education laws and procedures. | Specialist's knowledge of special education laws and procedures is extensive; specialist takes a leadership role in reviewing and revising district policies. |
| 1d: Demonstrating knowledge of resources, both within and beyond the school and district | Specialist demonstrates little or no knowledge of resources for students available through the school or district. | Specialist demonstrates basic knowledge of resources for students available through the school or district. | Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources external to the district. | Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community. |
| 1d:CP: Multicultural content integration | Teacher does not seek multicultural resources and rarely integrates multiple perspectives to strengthen the core curriculum and engage all learners. | Teacher occasionally integrates multicultural resources and multiple perspectives to strengthen the core curriculum and engage all learners. | Teacher consistently integrates multicultural resources into the core curriculum to engage students in multiple perspectives. | Teacher consistently embeds multicultural content and multiple perspectives into the core curriculum to engage students in reflecting upon their personal cultural experience/ background in relation to the curriculum. |
| 1e: Planning the program, integrated with the regular school program, to meet the needs of individual students | The program consists of a random collection of unrelated activities, lacking coherence or an overall structure. | Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals. | Specialist has developed a plan that includes the important aspects of work in the setting. | Specialist's plan is highly coherent and preventive, and serves to support students individually, within the broader educational program. |
| 1f: Demonstrating knowledge of the school's program, | Instructional specialist demonstrates little or no knowledge of the | Instructional specialist demonstrates basic | Instructional specialist demonstrates | Instructional specialist has clear knowledge of the |

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| <i>and levels of support needed for the teacher delivering that program</i> | school's program, or of support needed for the teacher delivering that program. | knowledge of the school's program, and support needed for the teacher delivering that program. | thorough knowledge of the school's program, and support needed for the teacher creatively delivering that program. | school's program, works to shape its future direction, and provides resources and support to the teacher in that program. |
| <i>1g: Developing a plan to evaluate the program</i> | Specialist has no plan to evaluate the program, or resists suggestions that such an evaluation is important. | Specialist has a rudimentary plan to evaluate the program. | Specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. | Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence, and a clear path towards improving the program on an ongoing basis |

TEACHER SUPPORT SPECIALISTS: SPECIAL EDUCATION
DOMAIN 2: THE ENVIRONMENT

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
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| 2a: Establishing rapport with students | Specialist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and service center. | Specialist's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful. | Specialist's interactions with students are positive and respectful; students appear comfortable in the testing and service center. | Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship. |
| 2a:CP: Culturally responsive classroom relationships and expectations *priority SEP | The teacher makes limited attempts to create an inclusive or welcoming environment. Relationships with students are generally respectful but may not reflect an understanding of students' diverse backgrounds or individual needs. Expectations for students are uneven or unclear. | The teacher creates a respectful and positive classroom environment and shows emerging efforts to affirm students' diverse identities. The teacher builds relationships with students that reflect care and interest, and is developing consistency in setting high expectations for all learners. | The teacher intentionally fosters an inclusive and respectful environment where students' identities and backgrounds are affirmed. The teacher builds strong, culturally responsive relationships with students, communicates high expectations, and works to ensure each student is seen, valued, and supported. | The teacher co-creates a welcoming and inclusive environment in partnership with students that affirms and reflects the diversity of their identities. The teacher's relationships with students reflect cultural understanding, mutual trust and respect, and high expectations for each individual learner. |
| 2b: Organizing time effectively | Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules. | Specialist's time management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner. | Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner. | Specialist demonstrates excellent time management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules. |
| 2c: Creating an environment of trust and respect | Teachers are reluctant to request assistance from the instructional specialist, fearing that such a request will be treated as a sign of deficiency. | Relationships between the instructional specialists are cordial; teachers don't resist initiatives established by the instructional specialist. | Relationships between the instructional specialists are respectful, with some contacts initiated by teachers. | Relationships between the instructional specialists are highly respectful and trusting, with many contacts initiated by teachers. |

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| 2d: Establishing a culture for ongoing instructional improvement | Instructional specialist conveys the sense that the work of improving instruction is externally mandated, and is not important to school improvement. | Teachers do not resist the offerings of support from the instructional specialist. | Instructional specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skill.n | Instructional specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist. |
| 2e: Establishing clear procedure for staff to gain access to instructional support | When staff need to access assistance from the instructional specialist, they are not sure how to go about it. | Some procedures, for example registering for workshops, are clear to teachers, whereas others, for example for informal support, are not. | Instructional specialist has established clear procedures for teachers to use in gaining access to support | Procedures for access to instructional support are clear to all teachers, and have been developed following consultation with administrators and teachers. |
| 2e:CP: Physical classroom environment | Classroom environment reflects a single culture and the teacher demonstrates little or no awareness of how the physical environment impacts student learning. | Classroom environment reflects more than one culture and the teacher can provide general examples of how the physical environment influences student learning. | Classroom design reflects the cultures of all students and the teacher can readily give specific examples of how the physical environment supports and enriches learning for all students. | Teacher actively engages students in designing the classroom environment to reflect students' cultural experiences and backgrounds, which enriches learning for all students. |
| 2f: Establishing and maintaining norms of behavior for professional interactions | No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another. | Instructional specialist's efforts to establish norms of professional conduct are partially successful. | Instructional specialist has established clear norms of mutual respect for professional interaction. | Instructional specialist has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct. |

TEACHER SUPPORT SPECIALISTS: SPECIAL EDUCATION
DOMAIN 3: DELIVERY OF SERVICE

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
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| <i>3a: Responding to referrals and evaluating student needs</i> | Specialist fails to respond to referrals, or makes hasty assessments of student needs. | Specialist responds when pressed to referrals, and makes adequate assessments of student needs. | Specialist responds to referrals, and makes thorough assessments of student needs. | Specialist is proactive in responding to referrals, and makes highly competent assessments of student needs. |
| <i>3b: Developing and implementing IEP plans for students' success</i> | Specialist fails to establish plan suitable to students, or mismatched with the findings of assessments. | Specialist's plans for students are partially suitable for them, or sporadically aligned with identified needs. | Specialist's plans for students are suitable for them, and are aligned with identified needs. | Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements. |
| <i>3c: Communicating with families</i> | Specialist fails to communicate with families and secure necessary permission for evaluations, or communicates in an insensitive manner. | Specialist's communication with families is partially successful: permissions are obtained but there are occasional insensitivities to cultural and linguistic traditions. | Specialist communicates with families and secures necessary permission for evaluations, and does in a manner sensitive to cultural and linguistic traditions. | Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust. |
| <i>3c:CP:Differentiated instruction</i> <i>*priority SEP</i> | The teacher offers limited differentiation in instruction and does not consistently use cultural knowledge or achievement data to meet the needs of all students. | The teacher differentiates instruction to some extent but may not fully use cultural knowledge or achievement data to effectively design learning opportunities for all students. | The teacher consistently uses cultural knowledge and achievement data to differentiate instruction, offering learning opportunities that address the diverse needs of students. | The teacher consistently and accurately demonstrates cultural knowledge and uses achievement data to design and deliver culturally responsive, differentiated learning opportunities for students. The teacher offers multiple ways for students to understand and demonstrate their knowledge. |
| <i>3d: Collecting information; writing reports</i> | Specialist neglects to collect important information, reports are inaccurate or not | Specialist collects most of the important information on which | Specialist collects all the important information; reports are accurate and | Specialists is proactive in collecting important information, |

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| | appropriate to the audience | to base service plans; reports are accurate but lacking in clarity and not always appropriate to the audience. | appropriate to the audience. | interviewing teachers and parents if necessary; reports are accurate and clearly written, and are tailored for the audience. |
| 3e: Demonstrating flexibility and responsiveness | Specialist adheres to his or her plan, in spite of evidence of its inadequacy. | Specialist makes modest changes in the service program when confronted with evidence of the need for change. | Specialist makes revisions in the service program when it is needed. | Specialist is continually seeking way to improve the service program, and makes changes as needed in response to student, parent, or teacher input. |
| 3f: Collaborating with teachers in the modification of instructional units and lessons | Instructional specialist declines to collaborate with classroom teachers in the modification of instructional lessons and units. | Instructional specialist collaborates with classroom teachers in the modification of instructional lessons and units when specifically asked to do so. | Instructional specialist initiates collaboration with classroom teachers in the modification of instructional lessons and units. | Instructional specialist initiates collaboration with classroom teachers in the modification of instructional lessons and units, locating additional resources from sources outside the school. |
| 3g: Sharing expertise with staff through workshops | Instructional specialist's workshops are of poor quality, or are not appropriate to the needs of the teachers being served. | The quality of the instructional specialist's workshops is mixed, with some of them being appropriate to the needs of the teachers being served. | The quality of the instructional specialist's workshops is uniformly high, and appropriate to the needs of the teachers being served. | The quality of the instructional specialist's workshops is uniformly high, and appropriate to the needs of the teachers being served. |
| 3h: Locating resources for teachers to support student instruction | Instructional specialist fails to locate resources for student instruction for teachers, even when specifically requested to do so. | Instructional specialist's efforts to locate resources for student instruction for teachers are partially successful, reflecting incomplete knowledge of what is available. | Instructional specialist locates resources for student instruction for teachers when asked to do so. | Instructional specialist is highly proactive in locating resources for student instruction for teachers, anticipating their needs. |

TEACHER SUPPORT SPECIALISTS: SPECIAL EDUCATION
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
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| 4a: Reflecting on practice | Specialist does not reflect on practice, or the reflections are inaccurate or self-serving. | Specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved. | Specialist's reflection provides an accurate and objective description of practice, citing specific examples. Specialist makes some specific suggestions as to how the program might be improved. | Specialist's reflection is highly accurate and perceptive, citing specific examples. Specialist draws on an extensive repertoire to suggest alternative strategies. |
| 4a:CP: Patterns of cultural interaction | Teacher demonstrates little or no interest/ability to understand how their own cultural assumptions and expectations have helped or hindered the success of students from different cultures. | Teacher has awareness that their own cultural assumptions and expectations have helped or hindered the success of students from different cultures, but struggles to describe the impact. | Teacher accurately describes instances when his/her cultural assumptions and expectations have helped or hindered the success of students from different cultures. | Teacher accurately describes cultural assumptions and expectations that helped or hindered student success, and therefore, identifies future adjustments based on knowledge of students' cultures. |
| 4b: Collaborating with teachers and administrators | Specialist is not available to staff for questions and planning, and declines to provide background material when requested. | Specialist is available to staff for questions and planning, and provides background material when requested. | Specialist initiates contact with teachers and administrators to confer regarding individual cases. | Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students. |
| 4c: Maintaining effective data management system | Specialist's data management system is either non-existent or in disarray; it cannot be used to monitor student progress or to make adjustments to treatment when needed. | Specialist has developed a rudimentary data management system for monitoring student progress; occasionally uses it to make adjustments to treatment when needed. | Specialist has developed an effective data management system for monitoring student progress; uses it to make adjustments to treatment when needed. | Specialist has developed a highly effective data management system for monitoring student progress; uses it to make adjustments to treatment when needed. Specialist uses the system to communicate with teachers and parents. |
| 4c:CP1: Communication with diverse families | Teacher shows little interest to develop and use culturally proficient communication skills with diverse families. | Teacher acknowledges the importance of effective culturally proficient communication skills and demonstrates | Teacher consistently and effectively uses culturally proficient communication skills to build relationships with families and | Teacher takes initiative and effectively uses culturally proficient communication and partners with diverse families to |

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| | | interest in providing student information to families. | actively engages them in supporting their students' success in school. | increase and enhance students' success in school. |
| 4c:CP2: Use of communication support resources | Teacher displays limited knowledge of building and district resources available to support communication with diverse families and/or avoids using these resources. | Teacher displays a basic knowledge of available building and district resources to support communication with diverse families and uses them occasionally to facilitate communication with students and families. | Teacher frequently uses available building and district resources to enhance communication with diverse students and families | Teacher consistently and effectively uses available building and district resources to enhance communications with diverse students and families. Teacher is willing to support colleagues with understanding the available resources. |
| 4d: Participating in a professional community | Specialist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects. | Specialist's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically requested. | Specialist's participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues. | Specialist makes a substantial contribution to school and district events and projects, and assumes a leadership role with colleagues. |
| 4d:CP: Collegial dialogue | Teacher demonstrates little or no understanding of the traits of cultural proficiency or the vocabulary to engage in collegial dialogue about its instructional implications. | Teacher is gaining understanding of the traits of cultural proficiency and is beginning to engage in collegial dialogue about the relationship between cultural competence and instructional effectiveness with all students. | Teacher demonstrates solid understanding of the traits of cultural proficiency and regularly talks with colleagues about how these traits impact instructional practice and student achievement through culturally responsive teaching. | Teacher demonstrates extensive understanding of the traits of cultural proficiency and their relationship to student achievement, and seeks to facilitate collegial dialogue focused on improving instructional practice and student achievement through culturally responsive teaching. |
| 4e: Engaging in professional development | Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of counseling skills. | Specialist participation in professional development activities is limited to those that are convenient or are required. | Specialist seeks out opportunities for professional development based on an individual assessment of need. | Specialist actively pursues professional development opportunities, and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. |

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| 4e:CP1: Awareness of own culture | Teacher is unfamiliar with their own cultural background and demonstrates little or no awareness of the relationship between the teacher's culture and student outcomes. | Teacher demonstrates some knowledge of their own cultural background and acknowledges that a teacher's cultural background can have an impact on classroom practice and student success. | Teacher demonstrates thorough understanding of their own personal cultural background and can clearly describe specific examples of how this background impacts classroom practice. | Teacher demonstrates ongoing exploration of their own personal culture and actively seeks out input from colleagues, students, and parents from different cultures to assist in understanding the impact his/her personal culture has on classroom practice. |
| 4e:CP2: Exposure to differences | Teacher demonstrates little interest in learning about or engaging in activities that expose them to people or cultures different from their own. | Teacher displays some interest in learning about or engaging in activities with different people and cultures and can occasionally give examples of having done so. | Teacher seeks out experiences with diverse people and cultures and can demonstrate how these experiences influence their instructional practice. | Teacher assumes a leadership role in creating culturally responsive learning opportunities for staff and engages colleagues in collaborative reflection on the implications for instructional practice. |
| 4e:CP3: Culturally proficient staff development *priority SEP | The teacher minimally engages in professional development related to cultural proficiency. | The teacher participates in some cultural proficiency-related professional development but may not seek further learning opportunities. | The teacher consistently engages in professional development related to cultural proficiency and applies learning to classroom practice. | The teacher participates in professional development focused on building cultural proficiency, seeking opportunities to learn about the histories, struggles, intersectionality, and current contributions of historically marginalized groups, including Indigenous histories and languages. |
| 4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality | Specialist displays dishonesty in interactions with colleagues, students, and the public, and violates principles of confidentiality. | Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality. | Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed. | Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and advocating for students, and takes a leadership role with colleagues. |

