

## Student Support Framework

<b>Competency 1. Program Design/Planning:</b> <i>Establishes comprehensive, goals-driven plans to ensure efficient and comprehensive implementation of services.</i>				
	<b>Highly Effective</b>	<b>Effective</b>	<b>Partially Effective</b>	<b>Ineffective</b>
<b>Goal Setting.</b> Establishes appropriate, specific and measurable goals for students' academic and social-emotional growth.	Specific and measureable goals are established and are appropriate to the setting and students served. When appropriate, goals are developed in collaboration with other staff, ensuring that student support is strategic and integrated. Goals are communicated to members of the school community.	Specific and measurable goals are established and appropriate to the setting and students served. When appropriate, goals are developed in collaboration with other staff and communicated to members of the school community.	Goals are established and are somewhat appropriate to the setting and students served. Goals may or may not be communicated to members of the school community.	There are no goals established; or goals are established but are unspecific, not measureable and not appropriate to the setting and students served.
<b>Planning.</b> Independently and in collaboration with other staff, plans services and activities aligned to student goals.	Creates a comprehensive objectives-based, sequenced plan aligned with program goals in collaboration with other staff. Appropriate and innovative resources are identified in the plan.	Creates an objectives-based, sequenced plan aligned with program goals in collaboration with other staff. Appropriate resources are identified in the plan.	A limited plan is in place; Some activities and services included in the plan are objectives-based, sequenced and aligned to program goals or the plan is not developed collaboratively. Limited or only somewhat appropriate resources are identified in the plan.	No plan or an insufficient work plan is in place; activities and services are not included or are not aligned to program goals and/or the plan is not developed collaboratively. No resources or inappropriate resources are identified in the plan.
<b>Organizational Structures.</b> Utilizes time and organizational systems to meet goals.	Consistently utilizes a system to monitor student data, manage priorities, and recommend and schedule services in a fair and timely manner. Proactively communicates concerns and proposes solutions when work is at risk.	Utilizes a system to monitor student data, manage time and priorities, and make timely recommendations for support services.	Inconsistently utilizes a system or shows inconsistent success at monitoring student data, time, and priorities.	No system is in place for managing data, time and priorities; or a system is in place, but is rarely or never implemented with success.
<b>Overall Rating</b> based on preponderance of evidence	<b>Highly Effective</b> <b>4</b>	<b>Effective</b> <b>3</b>	<b>Partially Effective</b> <b>2</b>	<b>Ineffective</b> <b>1</b>

## Competency 2. Delivery of Services:

*Works collaboratively to support development of students, staff and the school community and to improve student outcomes. Exhibits Sensitivity and confidentiality.*

	Highly Effective	Effective	Partially Effective	Ineffective
<b>Tailored Interventions.</b> Works independently and with teachers to accelerate academic and social-emotional goals through support services that are proactive, and based on needs identified in the school community.	Consistently engages students and stakeholders to identify positive behavior and/or academic interventions, and implements them with fidelity. Interventions are based on appropriate and learning theories.	Frequently implements positive behavior and/or academic interventions based on appropriate development and learning theories.	Sometimes implements positive behavior and/or academic interventions; some interventions are based on appropriate development and learning theories.	Does not or rarely implements positive behavior and/or academic interventions; interventions are rarely or never based on appropriate development and learning theories.
<b>Relationships.</b> Builds and promotes effective relationships with and across students and adults, both within and outside of classrooms.	Consistently models active listening skills and tailors communications to the stakeholder and situation. Uses positive language to promote school values and norms and build rapport with students, staff, families and external partners.	Frequently models active listening skills and tailors communications to the stakeholder and situation. Uses positive language to promote school values and build rapport with students, staff, families and external partners.	Sometimes models active listening skills and tailors communications to the stakeholder and situation. Inconsistently uses positive language to promote school values and norms and build rapport with students, staff, families and external partners.	Does not or rarely models active listening skills and tailors communications to the stakeholder and situation. Does not or rarely uses positive language to promote school values and norms and build rapport with students, staff, families and external partners.
<b>Restorative Practices.</b> Develops intervention supports that uphold student accountability with empathy and help to repair harm.	Consistently develops and implements support services that are strengths-based, promote student accountability and restorative justice. Demonstrates empathy in all/nearly all interactions.	Frequently develops and implements support services that are strengths-based, promote student accountability and restorative justice. Demonstrates empathy in most interactions.	Sometimes develops and implements support services that are strengths-based, promote student accountability and restorative justice; inconsistently demonstrates empathy.	Does not or rarely develops intervention supports that are strengths-based and/or reinforce student accountability. Does not or rarely demonstrates empathy.
<b>Community Engagement.</b> Engages staff, students, and parents in school and district goals.	Proactively partners with staff, students, and parents in a variety of ways to engage in dialogue about school and district goals. Builds and leverages stakeholder knowledge, skills, and resources to support goal attainment.	Partners with staff, students, and parents in a variety of ways to engage in dialogue about school and district goals. Builds and leverages stakeholder knowledge, skills, and resources to support goal attainment.	Sometimes partners with staff, students, and parents to engage in dialogue about school and district goals. Sometimes builds and leverages stakeholder knowledge, skills, and resources to support goal attainment.	Does not or rarely partners with staff, students, and parents to engage in dialogue about school and district goals. Partnerships do not reach all stakeholders or result in low levels of engagement.
<b>Overall Rating</b> based on preponderance of evidence	<b>Highly Effective</b> <b>4</b>	<b>Effective</b> <b>3</b>	<b>Partially Effective</b> <b>2</b>	<b>Ineffective</b> <b>1</b>

<b>Competency 3. Culture of Achievement:</b> <i>Promotes a college and career focused environment to support student academic mastery.</i>				
	<b>Highly Effective</b>	<b>Effective</b>	<b>Partially Effective</b>	<b>Ineffective</b>
<b>Community.</b> Ensures students feel supported, safe, and appropriately challenged.	Consistently uses positive, productive language and behavior to promote an inclusive culture focused on positive social interactions and rigorous academic content.	Frequently uses positive, productive language and behavior to promote an inclusive culture focused on positive social interactions and rigorous academic content.	Sometimes uses positive, productive language and behavior to promote an inclusive culture focused on positive social interactions and rigorous academic content.	Rarely or never uses positive, productive language and behavior to promote an inclusive culture focused on positive social interactions and rigorous academic content.
<b>Persistence.</b> Supports students to remove barriers and stay focused on State standards Mastery.	Establishes support systems to help all/nearly all students and staff served to identify and address social, emotional and/or behavioral barriers that impede learning so that they can focus on academic growth.	Establishes support systems to help most students and staff served to identify and address social, emotional and/or behavioral barriers that impede learning so that they can focus on academic growth.	Helps some students and staff served to identify and address social, emotional, and/or behavioral barriers that impede learning.	Does not or rarely helps students and staff served identify and address social, emotional, and/or behavioral barriers that impede learning.
<b>Student Efficacy.</b> Promotes student ownership of academic and social and emotional goals.	Consistently promotes student ownership of learning and development goals, and supports/monitors student progress. Creates many opportunities for student leadership.	Frequently promotes student ownership of learning and development goals and supports student progress towards goals. Creates opportunities for student leadership.	Inconsistently promotes student ownership of learning and development goals and supports student progress towards goals. Creates limited opportunities for student leadership.	Rarely or never promotes student ownership of learning and development goals and does not or rarely creates opportunities for student leadership.
<b>Student Interests.</b> Creates and provides access to comprehensive, balanced programming that appeals to students' academic and non-academic interests.	Ensures access to activities that appeal to diverse students' academic and non-academic interests. Students take an active role in identifying and supporting activities.	Ensures access to activities that appeal to diverse students' academic and non-academic interests.	Provides limited access to activities that appeal to diverse student academic and non-academic interests.	Does not provide access to activities that appeal to student academic and non-academic interests.
<b>Overall Rating</b> based on preponderance of evidence	<b>Highly Effective</b> <b>4</b>	<b>Effective</b> <b>3</b>	<b>Partially Effective</b> <b>2</b>	<b>Ineffective</b> <b>1</b>

<b>Competency 4. Measures Impact:</b> <i>Uses program data to monitor services and show evidence of student growth.</i>				
	<b>Highly Effective</b>	<b>Effective</b>	<b>Partially Effective</b>	<b>Ineffective</b>
<b>Data Management.</b> Develops and maintains relevant, accurate, and secure student data.	Records and maintains accurate, complete, and secure program data in an organized and timely manner and seeks out/uses innovative systems for data management.	Uses available systems to record and maintain accurate, complete, and secure program data in an organized and timely manner.	Inconsistently records and maintains accurate, complete, and secure program data.	Rarely or never records and/or maintains program data.
<b>Classroom Visits.</b> Uses classroom visits to assess student needs and progress and to adjust individual, group, and school-wide services.	Consistently visits classroom to accurately, and collaboratively identify individual and population needs and progress.	Frequently visits classroom to accurately and collaboratively identify individual and population needs and progress.	Inconsistently visits classroom to accurately and collaboratively identify individual and population needs and progress.	Rarely or never conducts classroom visits to accurately and collaboratively identify individual and population needs and progress
<b>Demonstrates Impact.</b> Uses data to demonstrate the impact of support services on students.	Articulates specifically and with substantial evidence whether students have progressed toward development goals, and how/to what extent they have progressed.	Articulates specifically and with evidence, whether students have progressed toward development goals, and how/to what extent they have progressed.	Articulates with some evidence whether students have progressed toward development goals, and how/to what extent they have progressed.	Has little or no evidence to show whether students have progressed toward development goals, and how/to what extent they have progressed.
<b>Student Progress:</b> Data reflect that students are progressing toward mastery and are growing socially and emotionally.	Data reflects that most students are mastering objectives and all/nearly all program goals are met.	Data reflects that most students are mastering objectives and most program goals are met.	Data reflects that some students are mastering objectives and some program goals are met.	Data reflects that few students are mastering objectives and few or no program goals are met.
<b>Overall Rating</b> based on preponderance of evidence	<b>Highly Effective</b> <b>4</b>	<b>Effective</b> <b>3</b>	<b>Partially Effective</b> <b>2</b>	<b>Ineffective</b> <b>1</b>

**Competency 5. Commitment to Personal and Professional Excellence:**
*Staff demonstrates commitment to excellence and to the professional growth of his/her school and peers.*

	<b>Highly Effective</b>	<b>Effective</b>	<b>Partially Effective</b>	<b>Ineffective</b>
<b>Commitment to Continuous Improvement:</b> Staff accurately self-assesses strengths and substantive growth areas, seeks and incorporates feedback from others, and pursues his or her own growth and development.	Exceeds Expectations	Meets Expectations	Slightly Below Expectations	Significantly Below Expectations
<b>Collaboration:</b> Staff contributes ideas and expertise to further colleagues' and the school's growth and incorporates productive insights into his or her own practice.	Exceeds Expectations	Meets Expectations	Slightly Below Expectations	Significantly Below Expectations
<b>Communication of Student Progress:</b> Staff communicates student progress clearly and consistently to students, families, and school leaders.	Exceeds Expectations	Meets Expectations	Slightly Below Expectations	Significantly Below Expectations
<b>Attendance and Promptness:</b> Staff is present and prompt, and attendance reflects his or her focus on student learning as a priority.	Exceeds Expectations	Meets Expectations	Slightly Below Expectations	Significantly Below Expectations
<b>Overall Rating</b> based on preponderance of evidence	<b>Exceeds Expectations</b> <b>+1</b>	<b>Meets Expectations</b> <b>0</b>	<b>Slightly Below Expectations</b> <b>-1</b>	<b>Significantly Below Expectations</b> <b>-6</b>