

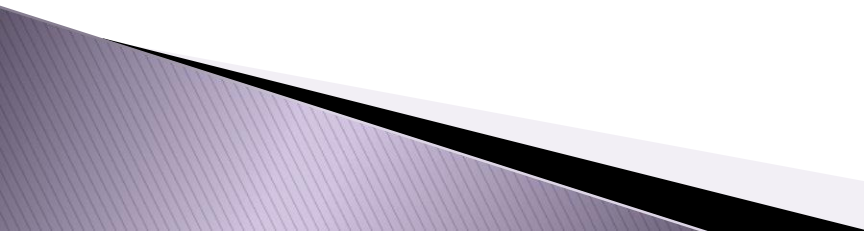
Florida's Student Services Personnel Evaluation Model and Guide

Okeechobee County School District
Student Services Evaluation

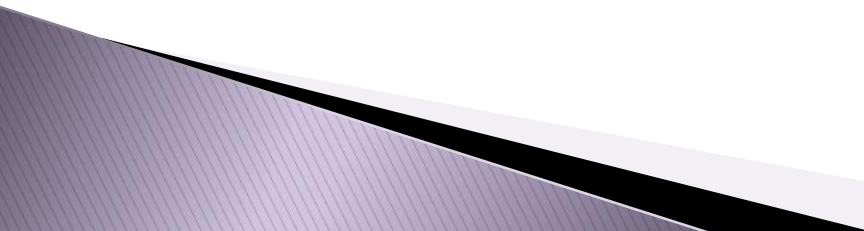
Development of Instrument

- ▶ 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 (BEESS), 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 BEESS Resource and Information Center (BRIG).
- ▶ BRIG website: <http://www.fldoe.org/ese/clerhome.asp>
- ▶ Bureau website: <http://www.fldoe.org/ese>

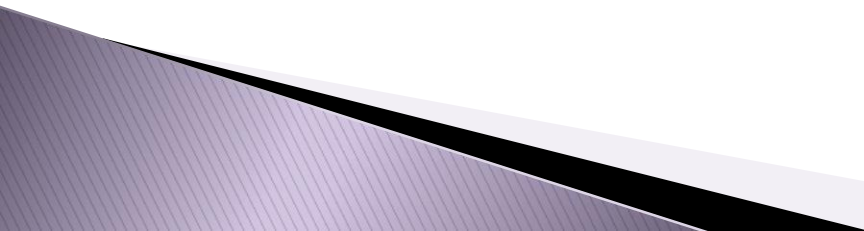
Why a separate evaluation instrument?

- ▶ Job duties and expectations are very different from classroom-based instructional staff.
 - ▶ Creating an artificial instructional situation did not provide valuable information.
 - ▶ Domains in this model include competencies and professional practices more in -line with student services professionals.
- 

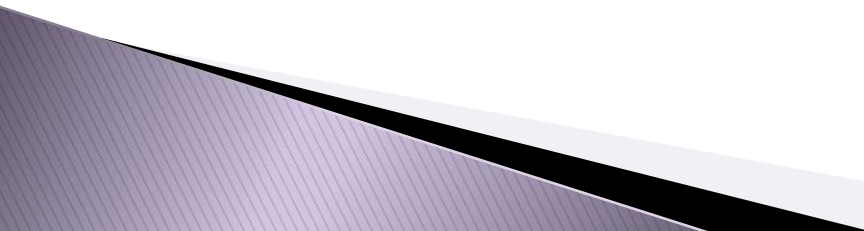
Intent of this Document

- ▶ Comply with the Student Services Act to address both professional practices and student growth.
 - ▶ Reflect a Multi-tiered System of Support framework.
 - ▶ Align evidence-based practices and research-based professional standards.
 - ▶ Offer a state-approved evaluation framework for student services personnel.
- 

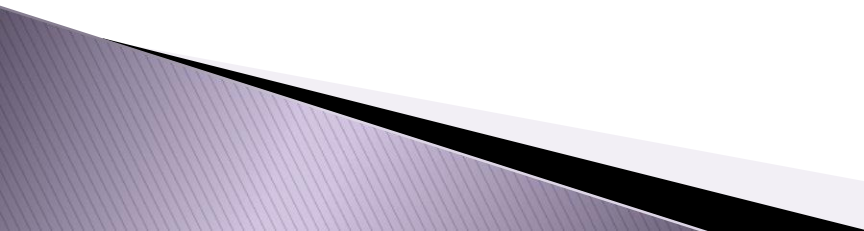
The Four Foundational Skill Sets

- ▶ Problem-solving and Data-based Decision Making
 - ▶ Instruction/Intervention Planning, Design, and Implementation
 - ▶ Facilitation of Collaboration Through a Resource-Oriented Team Process
 - ▶ Professional Practice—Knowledge of unique professional skills, ethical practice in assessment and program development and collegial engagement.
- 

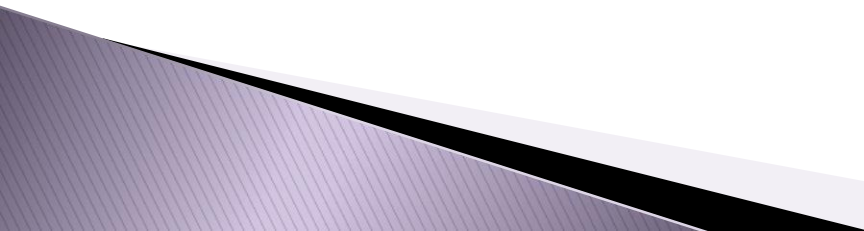
Key Components

- ▶ 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.
- 

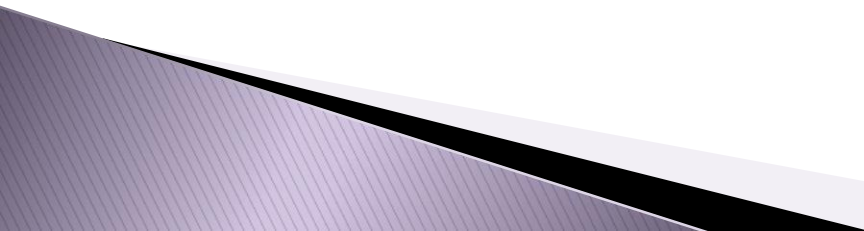
Domain A: Data-Based Decision Making and Evaluation of Practices

- ▶ Collects and uses data to develop and implement interventions within a problem-solving framework.
 - ▶ Analyzes multiple sources of qualitative and quantitative data to inform decision making.
 - ▶ Uses data to monitor students progress (academic, social/emotional/behavioral) and health and evaluate the effectiveness of services on student achievement.
 - ▶ Shares student performance data in a relevant and understandable way with students, parents, and administrators.
- 

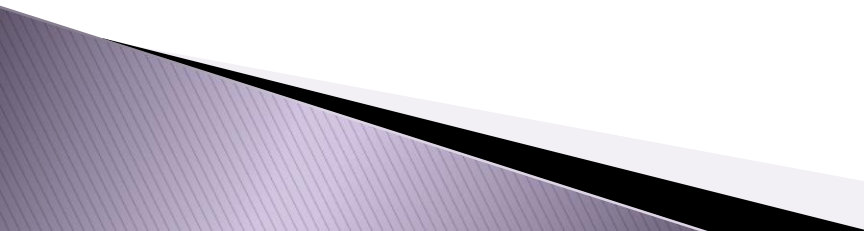
Domain B: Instruction/ Intervention Planning and Design

- ▶ Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral, and health interventions and supports.
 - ▶ Plans and designs instruction/interventions based on data and aligns efforts with the school and district improvement plans and state and federal mandates.
 - ▶ Applies evidence-based research and best practices to improve instruction/ interventions.
 - ▶ Develops intervention support plans that help student, family, or other community agencies and systems of support to reach a desired goal.
 - ▶ Engages parents and community partners in the planning and design of instruction/interventions.
- 

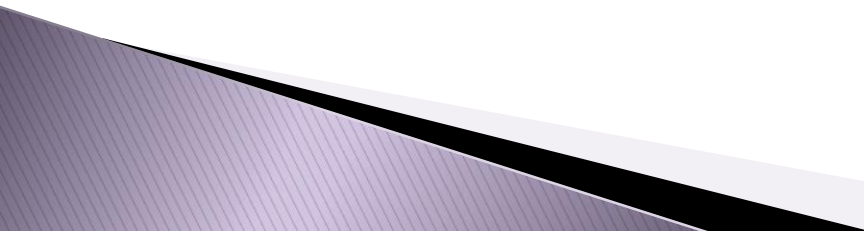
Domain C: Instruction/Intervention Delivery and Facilitation

- ▶ 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, and behavioral success and health of all students.
 - ▶ Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction and intervention services.
- 

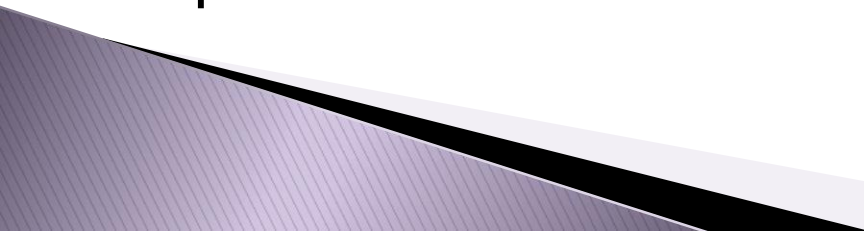
Domain C: Continued

- ▶ Implements evidence-based practices within a multi-tiered framework.
 - ▶ Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning.
 - ▶ Promotes student outcomes related to career and college readiness.
 - ▶ Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.
- 

Domain D: Learning Environment

- ▶ Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.
 - ▶ Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.
 - ▶ Promotes safe school environments.
 - ▶ Integrates relevant cultural issues and contexts that impact family-school partnerships.
 - ▶ Provides a continuum of crisis intervention services.
- 

Domain E: Professional Learning, Responsibility, and Ethical Practice

- ▶ Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice and addresses areas of need on the evaluation.
 - ▶ Engages in targeted professional growth opportunities and reflective practices (e.g., professional learning community [PLC]).
 - ▶ Implements knowledge and skills learned in professional development activities.
 - ▶ Demonstrates effective recordkeeping and communication skills.
 - ▶ Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards.
- 

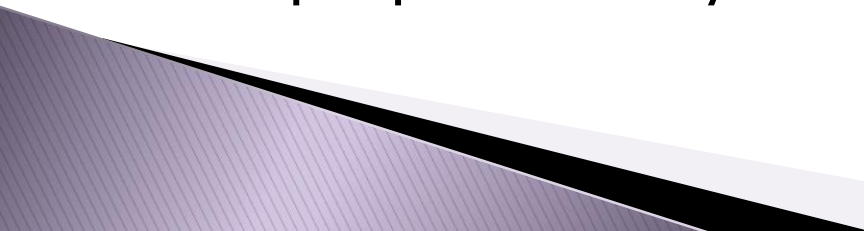
Data-Based Decision Making and Evaluation of Practices

- ▶ Sources of Evidence are the same for all domains and include:
Artifacts, Observations, Stakeholder Feedback, Conferences,
Interviews, Self-Assessments, Professional Growth Plan, and
other items.
- ▶ Types of Evidence:
Documentation of problem identification and problem
analysis with graphed data and gap analysis (e.g., screening,
progress monitoring, assessment), Problem-
Solving/Intervention Plan, Academic Intervention Record,
Behavior Intervention Plan, Progress-Monitoring Plan,
Section 504 Plan, Reports with data analysis and
interpretation (e.g., psychoeducational; psychological;
psychosocial; counselors, school health report), Data
platforms/electronic documentation systems (e.g., Data
Warehouse, Pinnacle, Global Scholar, Performance Matters,
AIMSWEB, mCLASS, EASY CBM), Critical Components
Checklist, Counseling Plan and logs, Needs Assessments


Instruction/Intervention Planning and Design

- ▶ **Types of Evidence:**
- ▶ Problem-Solving/Intervention Plan – documentation of intervention and monitoring of student response (e.g., Rtl data, progressmonitoring data)
- ▶ Monitoring intervention implementation (dosage and fidelity)
- ▶ Electronic documentation systems (electronic data panels that track and verify services)
- ▶ Case consultation summary
- ▶ Parent conference notes/logs
- ▶ Newsletters, emails, webpage, and other communication methods
- ▶ Critical Components Checklist
- ▶ Benchmark of Quality (BoQ); Benchmarks for Advanced Tiers (BAT)
- ▶ Inservice trainings/presentations related to intervention delivery and facilitation (handouts, agenda, PowerPoint)
- ▶ Pre-post surveys
- ▶ School/District Improvement – documentation of participation
- ▶ Customer satisfaction surveys
- ▶ Family participation and engagement

Learning Environment

- ▶ **Types of Evidence:**
 - ▶ Threat assessment
 - ▶ Crisis intervention participation/facilitation
 - ▶ School climate surveys
 - ▶ Inservice trainings/presentations related to school climate, violence preventions, crisis intervention, and mental health issues
 - ▶ School-based programs – development and implementation
 - ▶ Health education, medication administration, first aid, bloodborne pathogens, cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) trainings
 - ▶ Disproportionality – risk index and ratios
- 

Professional Learning, Responsibility and Ethical Practice

- ▶ Types of Evidence:
 - ▶ Professional Growth Plan
 - ▶ Documentation of inservice, professional conferences
 - ▶ Conference/workshop follow-up activities or implementation
 - ▶ Professional learning community participation or facilitation
 - ▶ Membership in professional organizations
 - ▶ Documentation of supervision/mentoring activities
 - ▶ Demonstration of time management (e.g., logs, calendars)
- 

Rating scores

- ▶ To score each Domain, you add the practice rating scores for each indicator: HE=4, E=3, NI/D=2, and U=1. After you add these scores, you divide by the number of indicators in the Domain and multiply that number by 10.
- ▶ The total score will correlate to a Performance Level Rating.
- ▶ HE=180–200; E=120–179; NI/D=40–119 and U= 0–40.

Summative Evaluation

- ▶ The summative evaluation will combine the total points earned on the Performance Evaluation Score and the total points on the Student Growth Score, converted from 50/50 to 66.7/33.3.
- ▶ The Performance Evaluation Score counts for 66.7% of the total and the Student Growth Score accounts for the remaining 33.3%.
- ▶ The Summative Rating Score Range is HE=302–335; E=200–301; NI/D=67–199; and U=0–66.

Questions???

- ▶ Opportunity to Share