

Monroe County Intermediate School District
MULTI DISCIPLINE EVALUATION FRAMEWORK #2

Non tenured staff

Evaluated annually for first four years of employment. Thereafter, every three years.

Substance Abuse Program Facilitator

School Health Coordinator

Early Literacy Coach

Mental Health Consultant

The following tenured positions were moved to this rubric in the 17-18 school year. As these are positions requiring a teaching certificate, they will have an annual evaluation for the first five years of employment (or two years if hired with tenure in another Michigan district.) Once off probation, they move to being evaluated every three years.

Tenured staff

Educational Consultants (C and I Department)

Teacher Consultants, including ECSE Teacher Consultants

Transition Facilitator

Revised 10.19.23

STANDARD 1: Demonstrates leadership, advocacy, collaboration, and ethical practices. Works cooperatively with school personnel to accomplish the goals and objectives of the local education agency.

- A. Works cooperatively with school personnel to accomplish the goals and objectives of the local education agency.** Attends a variety of meetings with other staff to positively impact student outcomes. In addition, serves on committees at both the school and district level. Provides direct specialized instruction through a variety of service delivery models including classroom-based inclusive practices and pull-out as well as services on behalf of students through consultation and collaboration with other professionals.

Ineffective	Minimally Effective	Effective	Highly Effective
Rarely attends meetings, such as faculty meetings, special education meetings, IEP meetings, parent conferences, or district meetings (if appropriate).	Inconsistently: shares information, ideas, materials and resources with peers and others. collaborates with colleagues to improve the quality of learning in the school.	Serves on committees, such as curriculum development committee, school-based committees, and/or program development meetings. Participates in implementing Michigan Model and/ or Substance Abuse programs.	. . . and Accepts leadership positions in professional organizations and/ or with state or local education agencies.

RATING: _____

- B. Provides appropriate information on an informal or formal basis regarding programs.** Presents information to school personnel to inform them of current procedures and program guidelines. Provides information to teachers on the topics pertinent to their discipline and provides these individuals with information on current procedures and program guidelines. Speaks to community organizations and allied professionals by conducting workshops and providing information to the public when appropriate.

Ineffective	Minimally Effective	Effective	Highly Effective
Rarely provides information to school personnel, and non- school agencies about current procedures and program guidelines.	Inconsistently provides information to and school personnel about current procedures and guidelines.	Contributes to the development of program guidelines and practices. Provides the school staff members with information about how to apply current research findings for the benefit of students.	. . . and Speaks to community organizations and allied professionals, conducts workshops, and provides public information. OR Presents to regional and/or national audiences on effective practices and procedures.

RATING: _____

C. Maintains records of the program and prepares periodic reports as required. Collects and maintains data to inform program decisions for students or staff. Submits required reports, maintain files, implements safeguards to ensure confidentiality of student records, if applicable, and completes documentation for third party reimbursement in an accurate and timely manner.

Ineffective	Minimally Effective	Effective	Highly Effective
<p>Rarely: completes procedural documentation appropriately.</p> <p>knows and follows the sequence of procedural compliance paperwork.</p> <p>keeps attendance records.</p> <p>uses simple data collection systems.</p> <p>understands the importance of confidentiality and its legal implications.</p>	<p>Inconsistently: maintains confidentiality of all records.</p> <p>submits required reports on time.</p> <p>keeps data for program planning and decision making for students.</p> <p>maintains current files for use by authorized school personnel.</p> <p>submits reports which meet local and state requirements.</p> <p>completes records for third party reimbursement accurately and in a timely manner as appropriate.</p> <p>maintains schedule for assessments, therapy/instructional services and other activities.</p>	<p>Mentors colleagues in the use of student record keeping systems.</p> <p>Uses simple data analysis procedures to enhance the use of student and program data.</p> <p>Leads discussions of student data to inform program decisions.</p> <p>Monitors changes in programs to determine their efficacy on student learning and achievement.</p>	<p>. . . and Contributes to the design of a record-keeping and evaluation reporting system corresponding to eligibility guidelines or</p> <p>Implements a record-keeping template or system for collecting student data or</p> <p>Shares results of monitoring with other professionals.</p>

RATING: _____

D. Adheres to established rules, regulations, laws and appropriate ethical standards. Provides services holding the best interest of the student paramount and guards against conflicts of interest. Knowledgeable about local procedures, state and federal law, and complies with established lines of authority within parameters of professional standards.

Ineffective	Minimally Effective	Effective	Highly Effective
<p>Rarely:</p> <p>Demonstrates understanding of the importance of ethical behavior as outlined in the Monroe County Intermediate School District Ethics Policy 3210.</p> <p>implements appropriate policies and practices affecting student learning.</p> <p>complies with established district administrative hierarchy within the parameters of professional standards.</p> <p>provides services which hold the well-being of each student paramount.</p> <p>explains conflicts of professional interest with colleagues.</p>	<p>Inconsistently:</p> <p>demonstrates understanding of ethical behavior as outlined in MCISD ethics policy 3210.</p> <p>adheres to federal, state local policies and procedures.</p> <p>adheres to, communicates, and recommends actions that follow federal and state laws and regulations.</p> <p>communicates as needed with colleagues regarding procedural and compliance issues.</p>	<p>Exhibits a clear understanding of the MCISD ethics policy 3210.</p> <p>Demonstrates professional performance in litigious environments.</p> <p>AND</p> <p>Consults with colleagues regarding ethical and/or litigious situations.</p>	<p>... and</p> <p>Creates and delivers in-service presentations/workshops regarding policies and procedures related to professional ethics.</p> <p>OR</p> <p>Serves on state and local committees related to policies and practices to improve student learning.</p>

RATING: _____

Records Service on Committees

Records of Attendance at Meetings

Membership(s) in Professional Organizations

Schedule

Communications with teachers and the community

Documentation of Presentations

Filing and storage equipment management

Meeting agendas when coordinating and facilitating meetings

Evaluator Comments:

Evaluatee Comments:

STANDARD 2: Promotes a respectful environment for a diverse population of students.

- A. Provides consultation to parents, if appropriate, and other appropriate school personnel.** Consults with parents and teachers regarding students. Consults with other school and community professionals to improve services to students.

Ineffective	Minimally Effective	Effective	Highly Effective
Rarely understands the roles of support specialists with respect to helping meet the needs of students.	Inconsistently: communicates with school personnel to determine student needs and how to address them. consults with parents and other professional staff about identified and non-identified students.	Consults and collaborates with community professionals and the identified students' families to address concerns. Meets with appropriate educational personnel to assess student knowledge and skills in order to adjust instructional practices. Problem-solves barriers to communication between families, community, and school.	... and Facilitates training for school system staff, parents, and community with information regarding programs' parameters and criteria.

RATING: _____

- B. Adjusts intervention strategies based upon student performance.** Uses systematic procedures for review of student progress and modifies activities as appropriate.

Ineffective	Minimally Effective	Effective	Highly Effective
Rarely: identifies the unique learning needs of students. uses intervention strategies based on student performance.	Inconsistently: uses systematic procedures for review of student progress identifies appropriate developmental levels of students and differentiates instruction. adjusts intervention strategies based on student performance	Consistently: uses systemic procedures to review student progress. adjusts intervention strategies based on student performance helps colleagues adapt and differentiate instruction for students.	... and Develops a detailed analysis to improve student learning and uses such analyses to adapt instructional practices and materials within the classroom and at the school level.

- C. Promotes effective interpersonal relations with students.** Uses language appropriate for the listener.
Maintains confidentiality of information, respects cultural differences and encourages others to understand and respect individuals with disabilities and cultural differences.

Ineffective	Minimally Effective	Effective	Highly Effective
<p>Rarely:</p> <p>Uses language appropriate for the listener.</p> <p>maintains confidentiality of information received</p>	<p>Inconsistently:</p> <p>uses language appropriate for the listener</p> <p>maintains confidentiality of information received</p> <p>promotes understanding of cultural differences and respect for students with disabilities.</p> <p>models trust and understanding throughout the school community.</p> <p>Uses a variety of methods, technology, and materials to communicate with students.</p> <p>Explains the influence of cultural differences (e.g., race, ethnicity, gender, religion, and socioeconomics) on students' development and attitudes.</p>	<p>Consistently:</p> <p>creates and uses a variety of methods, materials and technology to communicate with students.</p> <p>encourages and advises others to provide a nurturing and positive learning environment for students.</p> <p>contributes in discussions and demonstrates understanding and respect for those with cultural (e.g., race, ethnicity, gender, religion, and socioeconomics) differences and disabilities.</p> <p>Maintains confidentiality of information received</p>	<p>. . . and</p> <p>Influences the development of district-wide practices to require respect and understanding of students with disabilities and cultural (e.g., race, ethnicity, gender, religion, and socio-economics) differences</p>

RATING: _____

Examples of artifacts that may be used to support performance ratings:

Communication with Parents and the Community
Building or program visits
Documentation of trainings

Evaluator Comments:

Evaluatee Comments:

STANDARD 3: Understands and facilitates the implementation of a comprehensive approach to supporting all students.

- A. Collaborates/consults with classroom teachers in the management of all students.** Regularly consults and collaborates with teachers to manage students' needs as they manifest in the classroom performance.

Ineffective	Minimally Effective	Effective	Highly Effective
Rarely explains the role of consultation and collaboration in the school community.	Inconsistently assists teachers in incorporating goals and accommodations at the classroom level.	Consistently creates and distributes information to aid teachers in incorporating goals and accommodations at the classroom level.	. . . and Provides in-services/ workshops at the district level to aid teachers in incorporating goals and accommodations at the classroom level.

RATING: _____

- B. Collaborates with other service delivery providers to implement curriculum and instructional strategies.**

Ineffective	Minimally Effective	Effective	Highly Effective
Rarely: available to teachers, and other service providers to discuss student progress. checks in with teachers to determine how best to collaborate.	Inconsistently: collaborates with school personnel to best meet the needs of all students. meets with related school personnel to coordinate specific objectives for programs.	Consistently facilitates collaborative meetings with school personnel, to best meet the needs of all students.	. . . and Collaborates with professionals from other disciplines to influence student success or Meets with related school personnel to coordinate student objectives.

RATING: _____

- C. Seeks the assistance of teachers, parents and others to meet the needs of students.** Provides written information to school personnel, parents and others on techniques to foster growth and talk to teachers informally concerning progress/growth of students.

Ineffective	Minimally Effective	Effective	Highly Effective
Rarely provides information to school personnel, parents and others about individual student needs which may impact the student growth/progress.	Inconsistently talks with school personnel formally and informally about student/school needs Inconsistently gives written information to school personnel, parents and others on ways to positively impact student growth/progress	Consistently creates and distributes materials with techniques to foster student/school growth and needs.	Creates and distributes district-wide or state-wide materials with techniques to foster school/student growth and needs.

RATING: _____

- D. Collaborates/communicates with community partners to enhance services.** Requests specific information on students enrolled in community partner services as appropriate with a signed release of information. Gathers general information about services offered in non-school settings and collaborates with those community partners by phone, written communication and/or formal meetings to enhance student services.

Ineffective	Minimally Effective	Effective	Highly Effective
Rarely shares information about services offered by non-school agencies with other school personnel.	Inconsistently provides information about non-school agencies to school personnel, parents, and community members.	Communicates with all school and non-school service providers regarding students' services.	. . . and Provides staff development on how to communicate with non-school service providers and agencies to enhance services.

RATING: _____

E. Applies a systematic workload model to facilitate and organize services within the school and schedule interventions using a variety of service delivery models.

Ineffective	Minimally Effective	Effective	Highly Effective
<p>Rarely:</p> <p>keeps an updated schedule of each student's/school's session.</p> <p>provides copy of schedule to relevant school personnel.</p>	<p>Inconsistently:</p> <p>applies a systematic workload model to facilitate the organization of services within the school.</p> <p>schedules interventions using a variety of service delivery models to meet student/school needs in the least restrictive environment.</p> <p>follows schedules for assigned schools and informs appropriate personnel of departures from schedule.</p>	<p>Consistently:</p> <p>analyzes and monitors systematic workload model to improve the organization of the district services.</p> <p>schedules interventions using a variety of service delivery models to meet student/school needs in the least restrictive environment.</p> <p>follows schedules for assigned schools and informs appropriate personnel of departures from schedule.</p>	<p>... and</p> <p>Provides training on systematic workload model and its implementation.</p>

RATING: _____

Examples of artifacts that may be used to support performance ratings:

Relevant Data

Master schedule of work with all schools to which assigned

Referral logs

Logs of conversations with other professional service providers

List of school and non-school service providers and the types of services offered

Documentation of communication and collaboration with school and non-school staff

Copies of materials created for district wide distribution

Documentation of in-service workshops provided and attended

Evaluator Comments:

Evaluatee Comments:

STANDARD 4: Promotes learning for all students.

- A. Conducts formal and informal assessments and obtains additional diagnostic information from appropriate persons and available records.** Serves on student intervention teams as appropriate, works with other professionals to carry out screenings, and use applicable instruments and procedures. Observe students in educational settings, selects and administers suitable standard and non-standard instruments using acceptable procedures. Obtains pertinent case history and additional forms of data from parents and professionals.

Ineffective	Minimally Effective	Effective	Highly Effective
<p>Rarely:</p> <p>Is aware of requirements for screenings and evaluations/surveys for program/student</p> <p>administers formal and informal assessments.</p> <p>is aware of standardized and non-standardized evaluation instruments to administer for screening and evaluation.</p>	<p>Inconsistently:</p> <p>uses appropriate screening instruments and other evaluation tools or surveys based on individual student/school needs.</p> <p>observes students in varied educational environments.</p> <p>obtains data from other professionals, parents, available records.</p>	<p>Consistently:</p> <p>uses appropriate screening instruments and other evaluation tools/surveys based on individual student needs.</p> <p>observes students in varied educational environments.</p> <p>Mentors/educates colleagues on strengths and weaknesses of various assessment/survey tools.</p>	<p>. . . and</p> <p>Participates in research and/or selection of appropriate assessment/curriculum tools.</p>

RATING: _____

B. Analyzes and interprets information to make recommendations regarding the need for services. Integrates data from a variety of assessment strategies and sources to determine the extent that an impairment negatively impacts a student's access to the general curriculum. Prepares and explains data for presentation and prepares an evaluation summary.

Ineffective	Minimally Effective	Effective	Highly Effective
Rarely develops appropriate programs based on student and/or school needs.	<p>Inconsistently:</p> <p>develops appropriate education programs based on:</p> <p>Students'/schools strengths and needs.</p> <p>Data from a variety of assessment strategies and sources.</p>	<p>Consistently helps students, parents and/or schools understand the need for and benefits of support.</p> <p>Actively participates meetings by:</p> <p>Prepares reports.</p> <p>Presents and explains need for services to team members.</p> <p>Determines the effect of the student's learning and behavioral needs on their ability to access the general curriculum.</p>	<p>... and</p> <p>Participates in the creation of a database of classroom recommendations based on student/school needs.</p>

RATING: _____

C. Demonstrates knowledge and understanding of the current standards adopted by the state of Michigan.

Knowledge of how at risk factors adversely impacts a students' educational progress.

Ineffective	Minimally Effective	Effective	Highly Effective
Rarely demonstrates knowledge of the current standards adopted by the State of Michigan.	Inconsistently: Demonstrates knowledge of current standards adopted by the state of Michigan .	Consistently collaborates with classroom teachers on the impact of the at risk factors on student progress in the current standards adopted by the state of Michigan.	. . . and Provides staff development on the impact of at risk factors on student progress toward the current standards adopted by the state of Michigan. .

RATING: _____

D. Plans and delivers evidence-based interventions appropriate for individual students and groups of students.

Carefully considers least restrictive environment in planning service delivery models that meet the needs of students. Plans interventions that are based on evidence gained through research. Modify instruction from data gathered during service delivery and provide activities that are appropriate for the student's age, grade, and cognitive level as well as interests and aptitudes.

Ineffective	Minimally Effective	Effective	Highly Effective
Rarely: understands that materials and activities must be appropriate for students' age, grade, cognitive level, interests, and aptitudes.	Inconsistently: implements the service delivery model most appropriate to the students' challenges and needs. modifies instruction based on data gathered during service delivery. selects/implements evidence-based practices which support student goals and objectives.	Actively investigates and considers alternative evidence-based approaches to improve services and uses such approaches as applicable. Provides materials and strategies to enhance service delivery.	. . . and Provides training regarding evidence-based interventions and/or techniques for modifying instruction appropriate to students' age, grade, cognitive level, interests, and aptitudes.

RATING: _____

Examples of artifacts that may be used to support performance ratings:

Relevant Data

Plans

Documentation of participation in research studies

Documentation of training and in-service programs attended and presented

Examples of materials used with students

Documentation of in-service workshops provided and attended

Evaluation reports

Evaluator Comments

Evaluatee Comments of Person Being Evaluated

STANDARD 5: Effective reflection on professional practice.

- A. Engages in continuing education and professional growth activities.** Participates in meetings, symposia, webinars, on-line training, coursework and workshops that directly relate to the profession. Reviews literature and makes use of current information during service delivery activities. Applies knowledge gained from continuing education activities and explore and disseminate information about new or improved methods for serving students.

Ineffective	Minimally Effective	Effective	Highly Effective
<p>Rarely:</p> <p>understands the importance of professional development.</p> <p>has knowledge of opportunities and the need for professional growth.</p> <p>attends professional learning community meetings.</p>	<p>Inconsistently:</p> <p>participates in professional development directly related to his/her profession as related to students'/school needs.</p> <p>reviews his/her profession's literature and makes use of new information during instructional procedures.</p> <p>participates in professional development aligned with professional goals.</p>	<p>Consistently applies knowledge gained from continuing education activities.</p> <p>Explores and disseminates information about new and/or improved methods for serving students/schools.</p>	<p>. . . and</p> <p>Assumes a leadership role in professional learning Community or</p> <p>Participates in presentation of professional development about new and/or improved methods for serving students/schools.</p>

RATING: _____

B. Analyzes the impact of comprehensive services on student learning. Thinks critically about the impact of comprehensive services on student success. Adapts their practices to best meet the needs of students, schools, families, and communities based on current and relevant research findings and/or data.

Ineffective	Minimally Effective	Effective	Highly Effective
Rarely articulates the importance of thinking critically about the impact of comprehensive on student/school success.	<p>Inconsistently:</p> <p>collects and analyzes student/school data to plan and evaluate the effectiveness of services based on current and relevant research findings and/or data.</p> <p>adapts practices to best meet the needs of students, schools, families, and communities.</p>	<p>Consistently:</p> <p>collects and analyzes student/school data to plan and evaluate the effectiveness of service delivery based on current and relevant research findings and /or data.</p> <p>adapts practices to meet the needs of students, schools, families, and communities.</p>	<p>. . . and</p> <p>Advocates for district policies and practices to comprehensively meet the needs of students, families, and the community or</p> <p>Trains others to:</p> <p>Evaluate services based on current and relevant research findings.</p> <p>Adapt practices to best meet the needs of students, schools, families and communities.</p>

RATING: _____

Examples of artifacts that may be used to support performance ratings:

Relevant Data

Use of student data to customize service sessions

Use of data to evaluate effectiveness of services

Notes from advocacy sessions

Professional learning community minutes

Professional development log

Evaluator Comments:

Evaluatee Comments :

Employee Effectiveness Rating (EER)

Standards/Number of Possible Indicators		Rating	Weight	Weighted Rating	
Standard 1: Leadership, Advocacy, Collaboration and Ethical Practices			X 0.200		
Standard 2: Promotes respectful environment for a diverse population of students			X 0.200		
Standard 3: Understands and facilitates the implementation of a comprehensive approach to supporting students			X 0.200		
Standard 4: Promotes learning for all students			X 0.200		
Standard 5: Effective reflection on professional practice			X 0.200		
Final EER Score					
Rating	Ineffective	Minimally Effective	Effective	Highly Effective	
	0-1.96	2-2.99	3-3.5	3.6-4	

Employee Signature: _____ **Date:** _____

Administrator Signature: _____ **Date:** _____

Ratings have been discussed between administrator and support staff. Signature indicates that the rating and evaluation has been shared and discussed, but does not necessarily indicate agreement.

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