Multi-Discipline (Support Staff) Evaluation Framework #1
2025-2026 School Year

This rubric is used for the following non-tenured positions, to be evaluated annually during the first four years of employment and every three years thereafter:

- Social Worker
- Occupational Therapist
- Physical Therapist
- O&M Specialist
- Behavior Coach
- Music Therapist
- SLP
- Mental Health Consultant
- Augmentative & Alternative Communication/ Assistive Technology Consultant
- Transition Facilitator
- Adventure Program Facilitator
- Early On Coordinator
- Literacy Facilitator

This rubric is used for the following probationary/tenured positions, to be evaluated annually during the first five years of employment and every three years thereafter:

- Adapted Physical Education Teacher

This rubric is for information purposes only. All evaluation rubrics must be completed/submitted online at *http://www.standardsforsuccess.com*.

> **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.**

1.1 Works cooperatively with school personnel to accomplish the goals and objectives of the local education agency. - Attends a variety of meetings with other staff and parents 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 :	Inconsistently:	Consistently:	. . . and
attends meetings, such as faculty meetings, special education meetings, IEP meetings, parent conferences, or district meetings (if appropriate).	shares information, ideas, materials and resources with peers and others.	Serves on committees, such as curriculum development committee, school-based committees, and/or program development meetings.	Accepts leadership positions in professional organizations and/or with state or local education agencies.
	collaborates with colleagues to improve the quality of learning in the school.	Participates in implementing and/ or the supporting school improvement plan.	

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

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

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

1.4 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
Rarely:	Inconsistently:	Consistently:	. . . and
demonstrates understanding of the importance of ethical behavior as outlined in the Monroe County Intermediate School District Ethics Policy 3210.	demonstrates understanding of ethical behavior as outlined in MCISD ethics policy 3210.	Exhibits a clear understanding of the MCISD ethics policy 3210.	Creates and delivers in-service presentations/work- shops regarding policies and procedures related to professional ethics.
implements appropriate policies and practices affecting student learning.	adheres to federal, state local policies and procedures.	Demonstrates professional performance in litigious environments.	OR
complies with established district administrative hierarchy within the parameters of professional standards	adheres to, communicates, and recommends actions that follow federal and state laws and regulations.	AND	Serves on state and local committees related to policies and practices to improve student learning.

| of each student paramount. | regarding procedural and compliance issues. | and/or litigious situations. | |

explains conflicts of professional interest with colleagues.

1.5 Supervises/develops graduate interns, paraprofessionals, volunteers and other professionals (as applicable). - Evaluates the effectiveness of personnel assigned to them and maintains records on personnel they supervise. Cooperates with college/ university training programs and sponsors professionals.

Ineffective	Minimally Effective	Effective	Highly Effective
Rarely:	Inconsistently:	Consistently:	. . . and
provides ongoing direction to interns, aides, assistants, volunteers.	provides direction and some feedback on performance of interns, aides, assistants, volunteers.	Provides consistent direction by providing feedback on performance and suggestions for improvement for interns, aides, assistants, volunteers.	actively provides on-going training and support of interns, aides, assistants, and volunteers.

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

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

Ineffective	Minimally Effective	Effective	Highly Effective
Rarely:	Inconsistently:	Consistently:	. . . and
understands the roles of support specialists with respect to helping meet the needs of students.	communicates with school personnel to determine student needs and how to address them.	Consults and collaborates with community professionals and the identified students" families to address concerns.	Facilitates training for school system staff, parents, and community with information regarding special education programs' parameters and criteria.
	consults with parents and other professional staff about identified and non-identified students.	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.	

2.2 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:	Inconsistently:	Consistently:	. . . and

identifies the unique learning needs of students.	uses systematic procedures for review of student progress	uses systemic procedures to review student progress.	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.
uses intervention strategies based on student performance.	identifies appropriate developmental levels of students and differentiates instruction.	adjusts intervention strategies based on student performance	
	adjusts intervention strategies based on student performance	helps colleagues adapt and differentiate instruction for students.	

2.3 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
Rarely:	Inconsistently:	Consistently:	. . . and
Uses language appropriate for the listener.	uses language appropriate for the listener	creates and uses a variety of methods, materials and technology to communicate with students.	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
maintains confidentiality of information received	maintains confidentiality of information received	encourages and advises others to provide a nurturing and positive learning environment for students.	
	promotes understanding of cultural differences and respect for students with disabilities.	contributes in discussions and demonstrates understanding and respect for those with cultural (e.g., race, ethnicity, gender, religion, and socioeconomics) differences and disabilities.	
	models trust and understanding throughout the school community.	Maintains confidentiality of information received	
	Uses a variety of methods, technology, and materials to communicate with students.		
	Explains the influence of cultural differences (e.g., race, ethnicity, gender, religion, and socioeconomics) on students' development and attitudes.		

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

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

3.2 Collaborates with other service delivery providers to implement individualized education programs and/or intervention plans.

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

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

3.4 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:	Inconsistently:	Consistently:	. . . and
shares information about services offered by non-school agencies with other school personnel.	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.	Provides staff development on how to communicate with non-school service providers
			and agencies to enhance services.

3.5 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
Rarely:	Inconsistently:	Consistently:	. . . and
keeps an updated schedule of each student"s session.	applies a systematic workload model to facilitate the organization of services within the school.	analyzes and monitors systematic workload model to improve the organization of the district services.	Provides training on systematic workload model and its implementation.
provides copy of schedule to relevant school personnel.	schedules interventions using a variety of service delivery models to meet student needs in the least restrictive environment.	schedules interventions using a variety of service delivery models to meet student needs in the least restrictive environment.	
	follows schedules for assigned schools and informs appropriate personnel of departures from schedule.	follows schedules for assigned schools and informs appropriate personnel of departures from schedule.	

STANDARD 4: Promotes learning for all students.

4.1 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
Rarely:	Inconsistently:	Consistently:	. . . and
Is aware of requirements for screenings and evaluations.	uses appropriate screening instruments and other evaluation tools based on individual student needs.	uses appropriate screening instruments and other evaluation tools based on individual student needs.	Participates in research and/or selection of appropriate assessment tools.

serves on student intervention team/IEP teams as appropriate.	observes students in varied educational environments.	observes students in varied educational environments.	
administers formal and informal assessments.	obtains data from other professionals, parents, available records.	Mentors/educates colleagues on strengths and weaknesses of various assessment tools.	
is aware of standardized and non-standardized evaluation instruments to administer for screening and evaluation.			

4.2 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:	Inconsistently:	Consistently:	. . . and
prepares evaluation summaries highlighting functional strengths and areas in need of improvement.	develops appropriate individualized education programs based on:	helps students and/or parents understand the need for and benefits of support.	Participates in the creation of a database of classroom recommendations based on student needs.
	Students" strengths and needs.	Actively participates meetings by:	
	Data from a variety of assessment strategies and sources.	Prepares reports.	
		Presents and explains need for services to team members.	
		Determines the effect of the student"s learning and behavioral needs on their ability to access the general curriculum.	

4.3 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:	Inconsistently:	Consistently:	. . . and
demonstrates knowledge of the current standards adopted by the State of Michigan.	explains to school personnel how a student"s at risk factors affects progress toward the current standards adopted by the state of Michigan	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.	Provides staff development on the impact of at risk factors on student progress toward the current standards adopted by the state of Michigan.
	sets goals based on student needs.		

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

STANDARD 5: Effective reflections on professional practice.

5.1 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
Rarely:	Inconsistently:	Consistently:	. . . and
understands the importance of professional development.	participates in professional development directly related to his/her profession as related to students" needs.	Consistently applies knowledge gained from continuing education activities.	Assumes a leadership role in professional learning Community or
has knowledge of opportunities and the need for professional growth.	reviews his/her profession"s literature and makes use of new information during instructional procedures.	Explores and disseminates information about new and/or improved methods for serving students.	Participates in presentation of professional development about new and/or improved methods for serving students.
attends professional learning community meetings.	participates in professional development aligned with professional goals.		

5.2 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	Highly

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