

## School-Wide Services Framework

### Competency 1. Program Design/Planning:

*Establishes comprehensive, goals-driven plans to ensure efficient and comprehensive implementation of services.*

|  | <b>Highly Effective</b>  | <b>Effective</b>  | <b>Partially Effective</b>  | <b>Ineffective</b>  |
|--|--|---|---|---|
| <b>Goal Setting.</b> Establishes appropriate, specific and measurable program goals for services aligned to student goals and the school's strategic plan. | Specific and measurable goals are established and are appropriate to the school and students served. When appropriate, goals are developed in collaboration with other school 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 school 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 school 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 measurable and not appropriate to the school and students served.  |
| <b>Planning.</b> Plans standards-based instruction aligned to school's strategic plan and student goals.   | Creates a comprehensive standards-based, sequenced plan aligned with program goals. Appropriate and innovative resources are identified in the plan.   | Creates a standards-based, sequenced plan aligned with program goals. Appropriate resources are identified in the plan.   | A limited plan is in place. Some activities and services included in the plan are standards-based, sequenced and aligned to program goals. 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. 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. 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 instructional 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><br>based on preponderance<br>of evidence   | <b>Highly Effective</b><br><b>4</b>  | <b>Effective</b><br><b>3</b>  | <b>Partially Effective</b><br><b>2</b>  | <b>Ineffective</b><br><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.*

|  | <b>Highly Effective</b>   | <b>Effective</b>  | <b>Partially Effective</b>   | <b>Ineffective</b>   |
|--|---|---|--|--|
| <b>Tailored Instruction.</b> Tailors instruction and delivery of school-wide programs to support students with mastery of Common Core, other academic, and technology standards. | Consistently tailors strategies that reflect knowledge of students and lead to mastery for all/nearly all students.   | Frequently tailors strategies that reflect knowledge of students and lead to mastery for most students.   | Sometimes tailors strategies that reflect knowledge of students. Some strategies lead to mastery for some students.  | Does not or rarely tailors strategies or strategies do not lead to student mastery.  |
| <b>Questions and Tasks.</b> Questions and tasks are complex and varied to support student engagement and comprehension.  | Questions and tasks are complex and varied and consistently ensure student comprehension, application, analysis and synthesis.  | Questions and tasks are complex and varied and frequently ensure student comprehension as well as application, analysis and synthesis.  | Questions and tasks promote student comprehension and minimal or inconsistent application, analysis and synthesis.   | Questions and tasks rarely promote student comprehension, or teacher does not ask questions.   |
| <b>Resources and Technology.</b> Uses high-quality, grade-level, developmentally appropriate, academic resources and integrates technology                                       | Consistently uses high-quality, innovative, grade level informational and academic resources.   | Frequently uses high-quality, grade-level informational and academic resources (e.g. books, online resources, etc.).  | Sometimes uses high-quality, grade-level informational and academic resources.   | Does not or rarely uses high-quality, grade-level resources.   |
| <b>Teacher Support.</b> Collaborates with staff on how to incorporate resources and technology into classroom instruction.   | Proactively and consistently collaborates with all or nearly all staff to incorporate resources, technology, and/or information literacy into classroom instruction.  | Frequently collaborates with most staff on how to incorporate resources, technology and/or information literacy into classroom instruction.   | Sometimes collaborates with staff to incorporate resources, technology, and/or information literacy into classroom instruction.  | Rarely collaborates with staff to incorporate resources, technology, and/or information literacy into classroom instruction.   |
| <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 leverage 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 leverage 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 leverage 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><br>based on preponderance<br>of evidence   | <b>Highly Effective</b><br><b>4</b>   | <b>Effective</b><br><b>3</b>  | <b>Partially Effective</b><br><b>2</b>   | <b>Ineffective</b><br><b>1</b>   |

**Competency 3. Culture of Achievement:**

*Promotes a college and career focused environment to support student academic mastery.*

|   | <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>Common Core Mastery.</b><br>Demonstrates a high-level knowledge of the Common Core Standards and implements school-wide programs to ensure mastery.      | Consistently demonstrates an understanding of relevant Common Core standards. Develops targeted and high-quality programs, lesson plans and/or resources to support student mastery of these standards. | Frequently demonstrates an understanding of relevant Common Core Standards. Develops programs, lesson plans, and/or resources to support student mastery of these standards. | Demonstrates some understanding of relevant Common Core Standards. Some programs, lesson plans, and/or resources support student mastery of these standards.                   | Does not demonstrate an understanding of relevant Common Core Standards. Programs, lesson plans and/or resources do not support student mastery of these standards.    |
| <b>Student Efficacy.</b> Promotes student ownership of learning and facilitates student development.  | 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 student interests (both academic and non-academic). Students take an active role in identifying and supporting activities.                          | Ensures access to activities that appeal to diverse student interests (both academic and non-academic).  | Provides limited access to activities that appeal to diverse student interests.  | Does not provide access to activities that appeal to student interests.  |
| <b>Overall Rating</b><br>based on preponderance of evidence   | <b>Highly Effective</b><br><b>4</b>   | <b>Effective</b><br><b>3</b>   | <b>Partially Effective</b><br><b>2</b>   | <b>Ineffective</b><br><b>1</b>   |

**Competency 4. Measures Impact:**

*Uses program data to monitor services and show evidence of student growth.*

| <b>Competency 4: Measuring Impact</b>  | <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 data related to students and/or program goals.   | 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 accurate, complete, and secure program data.  |
| <b>Data Interpretation and Application.</b> Uses data to assess individual student, school, and/or program needs and progress, and adjusts resources and services accordingly. | Consistently uses available data to assess student and staff needs, guide planning, provide appropriate services, and track progress toward goals. Initiates school-wide programming and interventions as needed and seeks out/uses innovative systems for data analysis. | Frequently uses available data to assess student and staff needs (e.g. usage, research, intervention, access), guide planning, provide appropriate services, and track progress toward goals.                                   | Sometimes uses available data to assess student and staff needs, guide planning, provide appropriate services, and track progress toward goals.   | Rarely or never uses data to assess student and staff needs, guide planning, provide appropriate services and/or track progress toward goals. Rarely or never provides limited or inappropriate services based on data.          |
| <b>Demonstrates Impact.</b> Uses data to demonstrate the impact of program services and instruction on students and the school community.                                      | Articulates specifically, and with substantial evidence, if students have progressed toward classroom learning goals, and how/to what extent their services have supported student progress. Data reflects that all/nearly all program goals are met.                     | Articulates specifically, and with evidence, if students have progressed toward classroom learning goals, and how/to what extent their services have supported student progress. Data reflects that most program goals are met. | Articulates with some evidence if students have progressed toward classroom learning goals, and how/to what extent their services have supported student progress. Data reflects that some program goals are met. | Does not or rarely articulates student progress toward classroom learning goals or it is unclear how services have supported student progress. Insufficient data is available, or data reflects that program goals were not met. |
| <b>Student Progress:</b> Data reflect that students are progressing toward mastery and are being effectively prepared for college and career.                                  | 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><br>based on preponderance of evidence  | <b>Highly Effective</b><br><b>4</b>   | <b>Effective</b><br><b>3</b>  | <b>Partially Effective</b><br><b>2</b>  | <b>Ineffective</b><br><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, classroom teachers, 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><br>based on preponderance of evidence   | <b>Exceeds Expectations</b><br><b>+1</b> | <b>Meets Expectations</b><br><b>0</b> | <b>Slightly Below Expectations</b><br><b>-1</b> | <b>Significantly Below Expectations</b><br><b>-6</b> |