School-based Academic Specialists include Math Specialists, Reading Specialists, and Teacher Specialists. Their evaluation will be comprised of two parts: professional practice and student achievement. This document addresses the professional practice component.

Contained within are the six Performance Standards, Scoring Guidelines, a Specialist’s Professional Practice Tool, and evaluation form.
School-based Academic Specialist’s Professional Practice Performance Standards

The Professional Practice portion of the evaluation of School-based Academic Specialists is comprised of six Performance Standards using the established rubric at the bottom of each page. The performance indicators are provided as samples of activities that address the standard. Each Performance Standard provides opportunity for additional indicators to be developed between the Principal and the Specialist. These additional indicators are intended to address responsibilities that are unique to particular specialists and/or their schools. These indicators should be identified collaboratively between the principal and specialist during a pre-conference by September 30 of the current school year.

<table>
<thead>
<tr>
<th>Performance Standard 1: Professional Knowledge</th>
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<tbody>
<tr>
<td>Draft Statement: The School-based Academic Specialist uses professional knowledge to address the needs of the target learning community while demonstrating respect for individual differences, cultures and learning needs.</td>
</tr>
<tr>
<td><strong>The School-Based Academic Specialist:</strong></td>
</tr>
<tr>
<td>1.1 Demonstrates knowledge and skills relevant to the position.</td>
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<tr>
<td>1.2 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the learner.</td>
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<td>1.3 Promotes and models respect for individual and cultural differences</td>
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<td>1.4 Uses district, school, family, and community resources to help meet learner and/or program needs.</td>
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<td>1.5 Identifies various learning styles and individual needs through a variety of data to assist in the implementation of intervention plans.</td>
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<tr>
<td>1.6 Understand one’s responsibility to the system and collaborates in order to meet the learner’s needs.</td>
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<td>1.7 (additional indicator may be added)</td>
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<td>1.8 (additional indicator may be added)</td>
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**Performance Standard 2: Program Planning and Management**

*Draft Statement: The School-based Academic Specialist effectively plans, coordinates, and manages programs and services consistent with established guidelines, policies and procedures.*

**The School-Based Academic Specialist:**

2.1 Understands and follows applicable local, state and federal regulations, policies, guidelines and procedures specific to program.
2.2 Organizes and monitors records for programs and learners.
2.3 Demonstrates effective scheduling, planning, and time management skills.
2.4 Identifies and manages available resources (human and financial) to address learner/program needs and program fidelity.
2.5 Adheres to proper procedures for using, maintaining, updating and securing program/curriculum materials.
2.6 Evaluates programs for their effectiveness on a regular basis.
2.7 (additional indicator may be added)
2.8 (additional indicator may be added)

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**Performance Standard 3: Instructional and Program Delivery, Services and Support**

*Draft Statement: The School-based Academic Specialist uses professional knowledge to implement a variety of services for the targeted learning community.*

**The School-Based Academic Specialist:**

3.1 Maintains fidelity in delivery programs and services.
3.2 Selects, develops, organizes, implements, and supports curriculum for specific learner and/or program needs using a variety of strategies/interventions.
3.3 Uses technology, materials and other resources as appropriate to deliver services and programs.
3.4 Provides services that will support mastery of district, state and national standards for students and staff.
3.5 On a regular basis, collaborate and communicate with all stakeholders regarding policies, programs, and procedures related to the delivery of services to learners.
3.6 (additional indicator may be added – recommend instructional responsibilities/performance be considered)
3.7 (additional indicator may be added)

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Performance Standard 4: Assessment

Draft Statement: The School-based Academic Specialist gathers, analyzes, and uses data to determine learner/program needs, measure learner/program progress, guide instruction and intervention, and provide timely feedback to learners, families, staff, and community.

The School-Based Academic Specialist:

4.1 Demonstrates proficiency in administering, scoring, evaluating, and interpreting data from instruments or records.

4.2 Provides accurate feedback to learners, families, and staff on assessment results.

4.3 Uses assessment information in making recommendations or decisions that are in the best interests of the learner/school/district.

4.4 Uses data to document and assess learner and/or program needs outcomes in order to modify strategies, interventions, services, and programs.

4.5 Uses assessment information to generate professional development and teacher supports.

4.6 (additional indicator may be added)

4.7 (additional indicator may be added)

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### Performance Standard 5: Communication and Collaboration

*Draft Statement:* The School-based Academic Specialist communicates and collaborates effectively with learners, families, staff, and community to promote student learning and well-being.

**The School-Based Academic Specialist:**

5.1 Supports, promotes, and communicates the mission, vision, and goals of the school and the district.

5.2 Provides timely and effective written, verbal and non-verbal communication skills.

5.3 Initiates and maintains positive communication with stakeholders to support the needs and progress of the learning community.

5.4 Works collaboratively with stakeholders (including feeder schools) to support the success of the learning community.

5.5 Uses technology effectively to communicate and collaborate with stakeholders.

5.6 (additional indicator may be added)

5.7 (additional indicator may be added)

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**Performance Standard 6: Leadership and Professionalism**

*Draft Statement: The School-based Academic Specialist demonstrates behavior consistent with legal, ethical, and professional standards, contributes to the profession and engages in professional growth.*

**The School-Based Academic Specialist:**

6.1 Takes Initiative to improve or enhance programs or student growth.
6.2 Follows federal and state guidelines and school board policies and procedures.
6.3 Performs assigned duties in a timely manner.
6.4 Demonstrates ability to fulfill administrator role/responsibilities.
6.5 Maintains accurate records and data, adhering to all timelines
6.6 Respects and maintains confidentiality.
6.7 Leads/Participates in professional growth activities and incorporates learning into professional practices.
6.8 Mentors, trains, and/or supports colleagues in a professional manner.
6.9 Contributes/Participates in school/county/state programs and initiatives.
6.10 Adheres to professional, legal, and ethical standards.
6.11 (additional indicator may be added – recommend site test coordinator responsibility)
6.12 (additional indicator may be added)

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Scoring Guidelines:

All standards are weighted equally.

Each standard is evaluated separately with the following point values:

- Highly Effective = 3 points
- Effective = 2 points
- Ineffective = 1 points

Overall rating:

- HE = 16-18 pts.
- E = 10 – 15 pts.
- (Developmental – for first year specialists only = 8-9 pts)
- IE = 6 – 9 pts.