

NAME: _____

| LEGENDS | | Not Met | Developing | Proficient | Exceeds |
|------------|--|---------|------------|------------|---------|
| Indicators | Indicator Description | | | | |
| 1.1 | Demonstrates an understanding of how children/adolescents learn and develop. | | | | |
| 1.2 | Designs and implements developmentally appropriate interventions. | | | | |
| 2.1 | Makes appropriate and timely provisions for individual students with particular learning differences or needs. | | | | |
| 2.2 | Incorporates strategies of language development to promote positive student behavior that supports academic language proficiency. | | | | |
| 3.1 | Collaborates with students, families, and colleagues to build a safe, positive climate of openness, mutual respect, support, and inquiry. | | | | |
| 3.2 | Communicates with students in ways that respect unique backgrounds and support a positive school climate. | | | | |
| 3.3 | The behavior specialist establishes and monitors elements of a safe and productive learning environment, including norms, expectations, routines, and organizational structures. | | | | |
| 4.1 | Assesses, monitors, and provides feedback to students on their academic and/or behavioral progress. | | | | |
| 4.2 | Evaluates and adjusts strategies and interventions based on student outcomes. | | | | |
| 4.3 | In collaboration with colleagues, collects and reviews data related to school discipline goals. | | | | |
| 5.1 | Varies roles during the instructional process (e.g., instructor, facilitator, guide, and observer). | | | | |
| 5.2 | Poses questions to stimulate discussion that serve different purposes, such as probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question. | | | | |
| 5.3 | Engages all learners in developing higher order thinking skills. | | | | |
| 6.1 | Engages in ongoing learning opportunities to develop and apply knowledge and skill. | | | | |
| 6.2 | Uses multiple sources of evidence (e.g., student growth data, self-reflection tools, observations) to self-assess professional practice. | | | | |
| 6.3 | Demonstrates knowledge of legal and ethical rights and responsibilities. | | | | |
| 7.1 | Takes an active role on the instructional team. | | | | |
| 7.2 | Works with other school related professionals to plan and jointly facilitate learning on how to meet the diverse needs of learners. | | | | |
| 7.3 | Models effective practice and demonstrates shared leadership (either formally or informally) in support of school and program goals. | | | | |

| Observation | Date | Comments | Behavior Specialist - 2015-16 |
|-------------|------|----------|-------------------------------|
| #1 | | | |
| #2 | | | |
| #3 | | | |
| #4 | | | |
| #5 | | | |
| #6 | | | |