

Standard 1: Knowledge of Learner Development and Learning Differences

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
1.1 Demonstrates an understanding of how children/adolescents learn and develop and how they may be impacted by a disability.	Does not demonstrate knowledge of human learning, cognitive processes, developmental processes, and behavioral and emotional impact on learning.	Demonstrates limited knowledge of human learning, cognitive processes, developmental processes, and behavioral and emotional impact on learning.	Demonstrates thorough knowledge of human learning, cognitive processes, developmental processes, and behavioral and emotional impact on learning.	Demonstrates extensive understanding of human learning, cognitive processes, developmental processes, and behavioral and emotional impact on learning. Is a resource for school staff and team members.
1.2 Knowledge of diversity, language and culture in student development and learning.	Displays little or no knowledge or understanding of students' differences, disabilities, linguistic and cultural heritage, medical needs, social-emotional development and cognitive abilities, nor why such knowledge is important.	Recognizes the value of understanding students' differences, disabilities, linguistic and cultural heritage, medical needs, social-emotional development and cognitive abilities, but applies such knowledge inconsistently.	Demonstrates understanding of individual students' differences, disabilities, linguistic and cultural heritage, medical needs, social-emotional development and cognitive abilities. Usually implements a strategy for gathering this information.	Demonstrates extensive understanding of individual students' differences, disabilities, linguistic and cultural heritage, medical needs, social-emotional development and cognitive abilities. Consistently implements a strategy for gathering this information. Uses knowledge of diversity and culture to educate others.
1.3 Demonstrates knowledge of special education process.	Lacks understanding of how to locate and apply information related to knowledge of the special education process.	Is able to locate and apply information related to knowledge of the special education process.	Demonstrates a thorough working knowledge of the special education process.	Shows an extensive depth of knowledge of the special education process and is a resource to others.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
1.4 Demonstrates knowledge of disability impact on student's educational performance.	Lacks knowledge of assessment tools and unable to apply observational information to identify strengths and weaknesses of individual students which then can be used by the IEP team to make determinations.	Uses assessment tools and observational information, but unable to consistently identify strengths and weaknesses of individual students which then can be used by the IEP team to make determinations.	Uses assessment tools and observational information to identify strengths and weaknesses of individual students which then can be used by the IEP team to make determinations.	Actively seeks knowledge of appropriate new assessment tools currently on the market and evaluates their effectiveness to assist in identifying student needs. Is able to answer colleagues' questions.
1.5 Respects basic human rights	Seldom respects the culture, dignity and basic human rights of individuals with exceptionalities.	Sometimes respects the culture, dignity and basic human rights of individuals with exceptionalities.	Consistently respects the culture, dignity and basic human rights of individuals with exceptionalities.	Thoroughly understands and respects the culture, dignity and basic human rights of individuals with exceptionalities. Makes every attempt to stay abreast of current literature about diverse populations in order to better engage and relate to students. Models this behavior for others.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> • Are learning styles and developmental needs of students recognized and appropriately used for evaluation? • Are assessment tools age and developmentally appropriate? • Is there a demonstrated knowledge of disability and its impact on development? • Is knowledge of diversity, social, academic, and developmental process demonstrated? • Is expertise demonstrated in understanding multiple factors that influence behavior? • Does the testing specialist demonstrate respect for the culture, dignity and human rights of others? • Does the testing specialist know eligibility criteria for specific special education disabilities? • Can the testing specialist communicate disability criteria and related special 	<ul style="list-style-type: none"> • Accessing the OARS in regards to the special education process • Variety of assessment tools • Support and successful completion of annual census count • Scope of student background materials incorporated into evaluations • Evaluations completed within timelines • Feedback from other specialists • Completed assessment documents/protocols • Time spent doing individual and/or group reflections

education process evaluation?

Standard 2: Assessment and Consultation

Testing Specialists assist in the identification of students for special education services through conducting valid assessments, as well as collecting, managing and interpreting various types of data. They consult and collaborate with school staff and other specialists.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
2.1 Demonstrates assessment knowledge by selecting and administering current and evidence-based assessment techniques and tools relevant to the student's perceived deficits.	Minimally effective in the selection of evidence-based assessment techniques and tools that are administered, scored and are relevant to the student's perceived deficits.	Moderately effective in the selection of evidence-based assessment techniques and tools that are administered, scored and are relevant to the student's perceived deficits.	Effectively selects evidence-based assessment techniques and tools that are administered, scored and relevant to the student's perceived deficits.	Proactively and collaboratively selects evidence-based assessment techniques and tools that are administered, scored and relevant to the student's perceived deficits. Is a resource for other testing specialists in developing assessment techniques.
2.2 Analyzes and interprets information gained through special education assessment adhering to District and State guidelines.	Does not select appropriate instruments, does not complete all assigned components of evaluations in a timely fashion. Records/protocols are typically inaccurate, illegible.	Sometimes selects appropriate instruments, administers them accurately and completes assigned components of evaluations in a timely fashion. Records/protocols are typically accurate, legible and well organized.	Frequently selects appropriate instruments, administers them accurately and completes assigned components of evaluations in a timely fashion. Records/protocols are consistently accurate, legible and well organized.	Consistently selects appropriate instruments, administers them accurately and completes all assigned components of evaluations in a timely fashion. Records/protocols are consistently accurate, legible and well organized.
2.3 Completes assessments within appropriate time frames; communicates to a variety of audiences the student's present levels and educational impact by integrating results of assessments.	Rarely adheres to Federal, State and District time frames. Does not explain or documents student strengths and weaknesses as appropriate.	Sometimes adheres to Federal, State and District time frames. Sometimes explains and documents student strengths and weaknesses as appropriate.	Adheres to Federal, State and District time frames. Clearly articulates and documents student strengths and weaknesses as appropriate.	Provides leadership to colleagues regarding adherence to Federal, State and District time frames. Shares an extensive level of knowledge with a variety of audiences.
2.4 Establishes rapport and engages learners during the assessment process.	Almost never establishes rapport and engages learners during the assessment process.	Occasionally establishes rapport and engages learners during the assessment process.	Frequently establishes rapport and engages learners during the assessment process.	Always establishes rapport and engages learners during the assessment process. Shares knowledge of techniques to establish rapport and engage learners with colleagues.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
2.5 Uses available student and family history to guide assessment decisions.	Minimally effective at using information from student's files and staff members to guide the assessment decisions.	Moderately effective at using information from student's files and staff members to guide the assessment decisions.	Effectively uses information from student's files and staff members to guide the assessment decisions.	Shows an extensive level of depth of understanding of information gathered from student files and staff members in regards to assessment decisions.
2.6 Uses best practices and resources provided with the district to facilitate assessments that are sensitive to students' cultural and linguistic backgrounds.	Does not demonstrate knowledge to tailor materials and presentation of information to each audience with sensitivity to cultural and linguistic backgrounds.	Demonstrates knowledge, but does not tailor available materials and presentations of information to each audience with sensitivity to cultural and linguistic backgrounds.	Consistently tailors available materials and presentations of information to each audience with sensitivity to cultural and linguistic backgrounds.	Is a resource to colleagues in the facilitation of nonbiased interventions that are sensitive to students' cultural and linguistic backgrounds.
2.7 Works independently and collaboratively to share assessment data and identify students' present level to school staff.	Lacks knowledge and skills about effective consultation strategies and practices.	Occasionally meets with colleagues to provide consultation and collaboration; however, individual practice demonstrates limited application of knowledge and skills.	Frequently uses effective consultation and collaboration in all areas of work. Documents, analyzes and interprets a variety of student data, independently and with colleagues, to identify student learning needs.	Consistently and effectively initiates communication, consultation and collaboration with colleagues. Documents, analyzes and interprets a variety of student assessment data, independently and with colleagues, resulting in a continuous feedback loop.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> Is assessment data reviewed, both individually and in collaboration with others (such as IEP teams, instructional team or PLC) ? Is there evidence of a data collection system? Are assessment protocols completed accurately? Is assessment conducted in a timely manner? Is the appropriate assessment tool used for the suspected disability? Were multiple assessment techniques (dynamic assessment) used or attempted during the evaluation process? Is the special education process followed with expertise? Does the testing specialist check for understanding of assessment results ? Is the Testing Specialist personable and able to connect with individual team members (IEP team, case managers, colleagues)? Does the Testing Specialist form a collaborative relationship with other team members? Is expertise demonstrated in understanding multiple factors that may influence testing behavior? 	<ul style="list-style-type: none"> Evaluations completed within legal timelines Feedback from staff and team members/other specialists Completed assessment protocols Selection of evaluation tools appropriate to culture/language of student Variety of assessment tools including the collection of antidotal information Scope of student background materials incorporated into evaluations

Standard 3: Ethics and Legal Responsibilities

The testing specialists deliver services consistent with District, State, and Federal regulations and ethical principles and professional standards of practice.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
3.1 Demonstrates expertise of Special Education process.	Does not demonstrate a knowledge of legal and district procedures regarding special education and/or state eligibility categories.	Demonstrates limited knowledge and understanding of legal and district procedures regarding special education, including referral process and determination of eligibility. Demonstrates limited knowledge of all state eligibility categories, including defining characteristics and required evaluation elements.	Frequently demonstrates understanding and effective use of legal and district procedures regarding special education, including referral process and determination of eligibility. Routinely demonstrates knowledge of all state eligibility categories, including defining characteristics and required evaluation elements.	Demonstrates an understanding of the larger context of public education policy by staying abreast of changing laws and ethical standards, through literature, professional development or activities. Demonstrates extensive knowledge of all state eligibility categories, including defining characteristics and required evaluation elements.
3.2 Demonstrates knowledge of district special education evaluation tools necessary to assess for special education services.	Does not demonstrate knowledge of district special education evaluation tools necessary to assess for special education services	Demonstrates limited knowledge of district special education evaluation tools necessary to assess for special education services	Demonstrates thorough and consistent knowledge of district special education evaluation tools necessary to assess for special education services.	Demonstrates extensive knowledge of district special education evaluation tools to be a resource to colleagues in understanding the evaluation process.
3.3 Demonstrates knowledge of legal and ethical rights and responsibilities.	Demonstrates inadequate knowledge federal, state, and district regulations procedures and policies.	Demonstrates limited understanding of federal, state, and district regulations procedures and policies.	Demonstrates thorough understanding and fully complies with federal, state, and district regulations procedures and policies.	Demonstrates an extensive understanding and stays informed of changing laws and ethical standards, through professional development, literature, or activities.
3.4 Demonstrates integrity, judgment, confidentiality and ethical conduct.	Demonstrates poor judgment and/or discloses confidential information inappropriately in his/her interactions with colleagues, students, families, and the public.	Sometimes demonstrates questionable judgment and/or inadvertently shares confidential information in his/her interactions with colleagues, students, families, and the public.	Demonstrates sound judgment reflecting integrity, honesty, fairness, and protects student confidentiality in interactions with students, families, and colleagues.	Demonstrates sound judgment and consistently protects the confidentiality of information about students, families, and colleagues. Consistently fulfills all professional responsibilities to high standards and is a leader for others regarding ethical decision-making.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> • Is professionalism exhibited based on confidentiality; legal and ethical rights and responsibilities; and school, District, and State Government Standards and Ethics rules along with performance requirements? • Does the testing specialist adequately maintain records of professional services? • Does the testing specialist participate in continuing education activities related to their individual professional growth? • Are strengths and areas of growth identified during self-assessment? • Are legal and ethical issues considered and practiced? • Does the testing specialist exhibit leadership and the ability to collaboratively solve problems? • Is work completed with integrity and according to ethical principles? • Is confidentiality maintained? 	<ul style="list-style-type: none"> • Variety of assessment tools • Self-assessment rubric with documented reflection and relevance to Professional Growth Goals • Practice which reflects knowledge of legal and ethical rights and responsibilities • Participation in professional development • Attendance at District required trainings • Maintain the District required license

Standard 4: Professional Learning and Practice

The testing specialist engages in ongoing professional learning and continually evaluates his/her practice in ways that are consistent with ethical, professional and legal standards and regulations.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
4.1 Engages in ongoing learning opportunities to develop and apply knowledge and skills.	Rarely engages in professional learning opportunities.	Engages in professional learning opportunities, but, demonstrates little or no implementation of new knowledge and skills.	Engages in professional learning opportunities based on self-assessment. Given appropriate time to assimilate, implements new knowledge and skills.	Initiates and pursues professional learning opportunities and actively shares expertise with others.
4.2 Uses various methods to self-assess professional practice.	Never or infrequently reflects on his or her practices.	Occasionally reflects on his/her practice and is aware of opportunities for improvement. Utilizes few sources of evidence to self-assess professional practice.	Frequently reflects on his/her practice – including interactions with students and staff-utilizing multiple sources of evidence to self-assess professional practice.	Consistently reflects on his/her practice – including interactions with students and staff – and actively seeks opportunities for improvement. Readily engages in collaborative efforts to reflect on professional practice.
4.3 Organizes time and work load to fulfill responsibilities and adjust to unexpected service requests/ crises.	Exercises poor judgment in setting work schedule, priorities, and managing schedule conflicts.	Exercises judgment in setting work schedules, priorities, and managing schedule conflicts while attempting to support current services and crises requests.	Efficiently exercises good judgment in setting work schedules, priorities, and managing schedule conflicts while supporting current services and crises requests.	Efficiently exercises excellent judgment in setting work schedules, priorities, and managing schedule conflicts while supporting current services and crises requests. Is a resource to colleagues with schedule management and conflicts.
4.4 Collects data for maintenance of departmental documentation including daily log and monthly data.	Does not collect and analyze data.	Data collection is incomplete and/or inconsistently analyzed.	Consistently collects and analyzes a variety of data for maintenance of departmental documentation.	Uses collected data to analyze and predict trends in future needs. Develops departmental systems to refine data collection.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> Are work schedules crafted in such a way as to maximize availability and responsiveness? Does testing specialist complete daily data log? Does testing specialist maintain the monthly data log? Are opportunities taken to learn new assessment tools? Does the testing specialist participate in continuing education activities related to their individual professional growth? 	<ul style="list-style-type: none"> Calendar/planner Daily data logs Academy for Learning transcript Maintain District required license Attendance at required trainings Notes from continuing education activities

Standard 5: Leadership and Collaboration

Testing specialists seek appropriate opportunities to take responsibility for student assessment. They engage in effective, collaborative and ethical professional relationships.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
5.1 Communicates District, State, and Federal special education guidelines and procedures with service providers and school staff.	Does not communicate District, State and Federal special education guidelines and procedures with service providers and school staff.	Attempts to communicate District, State and Federal special education guidelines and procedures with service providers and school staff.	Effectively communicates District, State and Federal special education guidelines and procedures with service providers and school staff.	Is a resource for colleagues in understanding District, State and Federal special education guidelines and procedures with service providers and school staff.
5.2 Collaborates with a variety of specialists.	Does not collaborate/coordinates with teachers, specialists, and parents when conducting special education evaluations and re-evaluations.	Sometimes collaborates/coordinates with teachers, specialists, and parents when conducting special education evaluations and re-evaluations.	Effectively collaborates/coordinates with multiple specialists, teachers, and parents in order to complete the evaluation or re-evaluation within legally required timelines.	Proactively seeks contributions from multiple specialists, teachers, and parents in order to complete the evaluation within legally required timelines. Is highly effective in collaborating with other specialists to conduct special education evaluations and re-evaluations.
5.3 Maintains positive professional relationships.	Rarely initiates and maintains ongoing relationships with staff.	Occasionally initiates and maintains ongoing positive, professional relationships with staff. Inconsistently seeks input from staff and demonstrates some active listening.	Actively initiates and maintains ongoing positive, professional relationships with staff while seeking input from staff and demonstrating active listening.	Highly effective in initiating and maintaining ongoing positive professional relationships with staff. Seen as a resource by building staff and colleagues.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
<p>5.4 Participates in collegial collaboration.</p>	<p>Repeatedly establishes relationships with colleagues that are negative or self-serving. Does not contribute to or infrequently participates in fostering a cohesive and professional District/school culture. Makes no effort to share expertise and knowledge with others and does not work collaboratively to benefit students. Seldom engages in discussions with colleagues that focus on benefitting students.</p>	<p>Maintains cordial relationships with colleagues to fulfill the duties that the school or District requires. Attempts to participate in fostering a cohesive professional school culture. Occasionally shares expertise and knowledge. Collaborates with peers to benefit students if asked to do so.</p>	<p>Nurtures collegial relationships that are characterized by mutual support and cooperation. Strives to foster a cohesive and professional District/ school culture. When asked, participates in supporting new specialists' growth and development. Willingly and frequently shares expertise and knowledge and displays a strong commitment to working collaboratively with peers and other professionals for the benefit of students.</p>	<p>Advocates collegial relationships that are characterized by mutual support and cooperation. Fosters a sense of shared responsibility by actively participating in and contributing to a professional culture in which new specialists' needs are recognized and supported. Initiates opportunities to share expertise and knowledge and displays a very high commitment to working collaboratively with peers and other professionals for the benefit of all students. Is highly proactive in serving students, seeking out resources when needed, and displays a very high commitment to working collaboratively with peers and other professionals for the benefit of all students.</p>
<p>5.5 Responds to a variety of district-wide needs in a timely manner.</p>	<p>Does not collaborate with coordinator, staff and parents to exchange information.</p>	<p>Inconsistently collaborates and coordinates schedules with coordinator, staff and parents to exchange information .</p>	<p>Actively collaborates and coordinates schedules with coordinator, staff and parents to exchange information in a timely manner.</p>	<p>Proactively collaborates and coordinates schedules to address current needs and to anticipate future program needs.</p>

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> • Are professional responsibilities performed in a timely manner? • Are professional development activities pursued? • Is there evidence of collaborative work with team members? • Does the testing specialist provide consultation and/or support for school personnel? • Does the testing specialist understand State and Federal special education guidelines? • Is feedback invited and integrated appropriately into practice? • Does the Testing Specialist communicate effectively? • Is the Testing Specialist personable and connects with team members/specialists? • Are evaluations completed within legal timeframes? • Is there evidence of communication to establish a working relationships with colleagues? 	<ul style="list-style-type: none"> • Staff/administrator feedback • Evaluations completed within timelines • Feedback from other specialists • Documentation of communication with colleagues • Engaged in team meetings • Guiding and collaborating with peers in implementing special education process • Modeling best practice or providing staff development for peers • Timely return of phone calls and emails