



2023

**LCPS**  
**Office of Performance Management, HRTD**  
**Licensed Evaluations Handbook**



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## **Introduction**

In April 2021, VDOE revised the performance standards in the uniform performance standards for teachers, principals and superintendents. The revisions required a new standard to be added to include culturally responsive teaching and equitable practices. With the new standard added, a new rating scale needed to be included. The rating scale and weighting is demonstrated in the Evaluations Ratings section. Both **formal and informal** evaluation forms have been implemented for all licensed employee groups. Informal evaluations are required by Virginia Code §22.1-295 on years that a formal evaluation is not scheduled. Target dates for observations and evaluations are updated annually and posted on the LCPS intranet site on the Department of Human Resources and Talent Development webpage.

Improvement of instruction is a primary goal of an effective evaluation plan. The evaluation process provides a vehicle for setting goals for professional growth, for making decisions about licensed employee performance, and for assessing the educational process. This process is intended to promote constructive, continuous dialogue between the principal and the licensed employee about effectiveness in an atmosphere of collegiality and mutual trust. The licensed employee evaluation process plays a critical role in improving performance to advance teaching and learning.

## **Procedures and Responsibilities**

### **General Procedures**

1. All licensed employees are to be evaluated annually.
2. Other Administrators (assistant principals, director of school counseling, and athletic director) may assist principals in holding goal-setting conferences, conducting observations, and writing evaluative statements. Principals will be required to read and approve any evaluation form prepared by an Assistant Principal.
3. The principal/assistant principal/supervisor ensures all licensed employees, for whom they are responsible for evaluating, are aware of evaluation procedures.
4. It is recommended that the principal consults with the program supervisor before writing the final evaluation for an itinerant teacher, specialist, or teacher of special education in a self-contained setting.
5. If an employee's performance shows marked decline, principals may notify the employee in writing of the serious need for improvement and place the employee on formal evaluation.

### **Designation of Evaluators**

- Principals/supervisors have the responsibility for the performance evaluation of all licensed employees.
  - Includes Reading Teachers, Counselors, Instructional Facilitators for Technology, Testing Coordinators, Librarians, Special Education Resource Teachers, End-of-Year Contract Teachers, and VA Clause Teachers.
- If a teacher is assigned to more than one school, the principal responsible for writing the evaluation must consult with the teacher's other principal(s).
- If there is a conflict in the evaluators' opinions, the primary evaluator must seek assistance from the Supervisor of Performance Management, HRTD.

## The Evaluation Instrument

The *Performance Standards for Loudoun County Licensed Employees* are to be used by the evaluator and the employee as a set of guidelines for the performance expected of Loudoun County educators.

The Loudoun County Public Schools' *Licensed Employee Evaluation* forms are used for describing the performance of each educator and for recommending employment status.

The evaluation form represents a formal summary of the educator's performance. All eight standards must be addressed on the evaluation form.

Each licensed employee's evaluation form contains performance standards and indicators which reflect the breadth of the job description. The list of performance indicators under each performance standard is not exhaustive and is not intended to be prescriptive. Licensed employees are not expected to demonstrate each performance indicator as all performance indicators may not be applicable to a particular work assignment.

**All eight of the performance standards have a weighting of 1.25. The summative rating is calculated in the evaluation software system, *PowerSchool PERFORM*.**

## Collection of Evaluation Data

### Goal Setting

Principals/assistant principals/supervisors conduct goal-setting conferences with all licensed employees. The strength of the process is grounded in the quality of the dialogue that takes place between the employee and the principal/assistant principal/supervisor about how to improve teaching and learning. The goals will be mutually agreed upon by the evaluator and the employee.

Creating student achievement goals involves several steps, beginning with knowing where students are in relation to what is expected of them. Once that is known, the teacher can set specific, measurable objectives based on the demands of the curriculum, educational environment, and needs of the students.

The goal-setting conference should be held with licensed employees in the early fall. In addition, an interim conference may be held mid-year to document the progress made toward goals and/or any performance concerns. Goal-setting and mid-year conferences may occur face-to-face, virtually, through email correspondence or via the communication tools in the evaluation software.

All licensed staff are required to complete the **Goal Setting for Student/Program Progress Form** in *Powerschool Perform*

### Determining Student Academic Progress

To assess the licensed employee’s (teacher’s) performance relative to Standard 8: Program/Student Academic Progress, there should be a body of evidence that is determined-collaboratively by the educator and principal/supervisor in writing at the initial goal-setting conferences. The body of evidence will support the **SMART** goal (see figure 1 below) established by the employee. Student academic progress goals need to measure where the students are at the beginning of the year, where they are at mid-year, where they are at the end of the year, and the measurable difference.

Figure 1: Acronym for Developing Goals

<i>S = Specific</i>	<i>M = Measurable</i>	<i>A = Appropriate</i>	<i>R = Realistic</i>	<i>T = Time Limited</i>
The goal is focused; for example, by content area or by learners’ needs	An appropriate instrument/measure is selected to assess the goal	The goal is within the employee’s control to effect change	The goal is feasible for the employee	The goal is contained within a single school year

Program/Student academic progress data may include, but are not limited to, grades, data analysis of program, portfolios of student work, resource development, surveys, pre/post-tests, formative and summative assessments, IEP goal history, writing samples, oral presentations, student growth assessments, student growth percentiles, projected growth (MAP), and students achievement goal setting. Goals might also be aligned to the School Improvement Plan and Grade Level or PLC goals.

### Timelines

An administrative timeline is provided each year, outlining target dates for observations and evaluations. The timeline may be accessed on the Department of Human Resources and Talent Development page of the LCPS intranet.

[2023-2024 Evaluation Timeline](#)

### Contact Time

Since contact time is a prerequisite for valid conclusions in evaluation, the evaluator should strive for contact time with educators while they are carrying out their duties.

### Communication and Feedback

Open and frequent communication should exist between the evaluator and the employee.

- The evaluator should provide written feedback to the employee within ten working days after a classroom observation and may conference with the employee.
- Matters of concern regarding a classroom visit must be addressed by way of an appropriate written comment to be discussed at the conference.
- The employee bears an equal responsibility in the communication effort and may opt to respond in writing to the observation within ten working days after receiving the principal/assistant principal/supervisor’s comments.

## Evaluation Cycles

Any licensed employee who is not on the formal evaluative schedule may be observed and placed on formal evaluation by the principal/supervisor. The principal/supervisor will notify the employee and Performance Management within the Department of Human Resources and Talent Development of the decision to move an employee from informal to formal evaluation. This determination by the principal/supervisor will not change the employee's evaluation cycle.

Licensed employees hired with continuing contract status in another Virginia school division will be evaluated formally during their first and second year of employment. After achieving two "Effective" evaluation ratings, the employee will then be on a cycle to be evaluated formally every third year.

All end-of-year contract licensed employees are to be evaluated formally. Licensed employees who are leaving the system during the school year because of long-term leave or resignation may be evaluated at the time of departure. The principal/supervisor should contact Performance Management within the Department of Human Resources and Talent Development for further instructions.

## Informal Evaluations

The informal evaluation form in the evaluation software system is intended to be completed once a year during those years when a formal evaluation is not necessary. It will be completed by the evaluating administrator and approved by the principal.

As noted in Virginia Code §22.1-295, "teachers employed by local school boards who have achieved continuing contract status shall be formally evaluated at least once every three years and more often as deemed necessary by the principal, and they shall be evaluated informally during each year in which they are not formally evaluated."

**Licensed staff on informal cycles 4 and 5 will receive an informal evaluation form completed in *Powerschool Perform* by the supervisor.**

## Formal Evaluations

Licensed employees to be formally evaluated are:

- All probationary licensed employees
- Continuing contract employees who are on cycle for the three-year evaluation cycle
- Continuing contract employees rated on their previous final evaluation as Ineffective and whom employment will be continued

**Licensed staff on formal evaluation cycles 1, 2, and 3 will receive a summative evaluation form completed in *Powerschool Perform* by the supervisor.**

## Observations

During an educator's evaluation cycle, the principal/assistant principal/supervisor must conduct at least **two** observations prior to making a summative rating about a teacher's performance.

Ongoing conversation between principal/assistant principal/supervisor and educator about what is taking place in the classroom is critical to the process. The evaluation tool should be used to identify any area that needs improvement prior to the summative evaluation as a way to facilitate improvement.

If an evaluator determines that an educator's performance is less than effective after an observation, the evaluator must clearly indicate the area in which improvement is needed.

Licensed employees slated for formal evaluations must be observed with a follow-up conference conducted by the observer at least twice a year. Principals or supervisors shall provide written comments to all employees on the evaluation cycle.

Licensed staff on **formal evaluation cycles 1, 2, and 3** will receive **at least two formal observation forms** completed in *Powerschool Perform* by the supervisor.

Licensed staff on **informal evaluation cycles 4 and 5** will receive **one observation form** completed in *Powerschool Perform* by the supervisor.

## Rating Teacher Performance

Formal evaluation of performance quality typically occurs at the summative evaluation stage, which comes at the end of the evaluation cycle (e.g., school year). The ratings for each performance standard are based on multiple sources of information and are completed only after pertinent data from all sources have been reviewed. **Teachers are expected to perform at the *Effective* level.** Teachers will be rated on each performance standard using a performance rubric. The rubric is a behavioral summary scale that describes performance levels for each teacher performance standard. The scale states the measure of performance expected of teachers and provides a general description of what each rating entails. Figure 2 explains the 4 levels of ratings.

Figure 2: Measures of Performance Definitions

Category	Description	Definition
<b>Highly Effective</b>	The teacher performing at this level maintains performance, accomplishments, and behaviors that <u>consistently and considerably</u> surpass the established performance standard. This rating is reserved for performance that is truly Highly Effective and done in a manner that exemplifies the school's mission and goals.	<b>Exceptional performance:</b> <ul style="list-style-type: none"> <li>· sustains high performance over a period of time</li> <li>· consistently exhibits behaviors that have a strong positive impact on student learning and the school climate</li> <li>· serves as a role model to others</li> </ul>
<b>Effective</b>	The teacher <u>consistently meets</u> the performance standard in a manner that is aligned with the school's mission and goals.	<b>Effective performance:</b> <ul style="list-style-type: none"> <li>· meets the requirements contained in the performance standard</li> <li>· exhibits behaviors that have a positive impact on student learning and the school climate</li> <li>· demonstrates a willingness to learn and apply new skills</li> </ul>
<b>Approaching Effective</b>	The teacher's performance is <u>inconsistent</u> in meeting the established performance standard and/or working toward the school's mission and goals. The teacher may be starting to exhibit the desirable traits related to the standard but has not yet reached the full level of proficiency expected (i.e., developing) or the teacher's performance is lacking in a particular area (i.e., needs improvement).	<b>Approaching Effective performance:</b> <ul style="list-style-type: none"> <li>· requires support in meeting the performance standard</li> <li>· results in less than expected quality of student performance</li> <li>· leads to areas for teacher improvement being jointly identified and planned between the teacher and evaluator</li> </ul>
<b>Ineffective</b>	The teacher <u>consistently performs below</u> the established performance standard or in a manner that is inconsistent with the school's mission and goals.	<b>Ineffective performance:</b> <ul style="list-style-type: none"> <li>· does not meet the requirements contained in the performance standard</li> <li>· results in minimal student learning</li> <li>· may result in the employee not being recommended for continued employment</li> </ul>

### Evaluation Ratings

The following range is used to determine the summative performance rating:

4	Highly Effective	3.51-4.0
3	Effective	3.0-3.5
2	Approaching Effective	2.0-2.99
1	Ineffective	1.0-1.99

### Rating Examples

Figure 3: Licensed Staff - Calculating a Score Using the Weighted Scale

Standard	Weight	Sample Rating	Weighted Score (Rating x Weight)	Total
Professional Knowledge	1.25	4	5	<b>3.4 = Effective</b>
Instructional Planning	1.25	3	3.75	
Instructional Delivery	1.25	3	3.75	
Assessment of/for Student Learning	1.25	3	3.75	
Learning Environment	1.25	3	3.75	
Culturally Responsive	1.25	4	5	
Professionalism	1.25	4	5	
Student Academic Progress	1.25	3	3.75	
<b>Summative Rating = (Weighted Score / 10)</b>				

## Less Than Effective Ratings on Evaluations

Licensed Employees (both probationary and continuing contract) may be informed of the possibility of receiving a less than effective evaluation.

### Mid-Year Support

1. If there is a possibility of a teacher receiving a less than effective evaluation, the teacher must be observed in documented formal classroom observations followed by principal/teacher conferences at least **two times** by the target date set for notification to Performance Management within the Department of Human Resources and Talent Development.
2. The principal/supervisor holds conferences with teachers who have the possibility of receiving a less than effective evaluation that could result in an ineffective rating and/or termination/non-renewal. The principal/supervisor shall inform the employee that their name will be submitted to Performance Management within the Department of Human Resources and Talent Development for mid-year support.
3. The principal/supervisor submits to the Department of Human Resources and Talent Development the names of those licensed employees who have been notified of the possibility of receiving a less than effective rating that could result in an ineffective evaluation and/or termination/non-renewal. **Failure to notify a teacher of the possibility of receiving a less than effective evaluation by the target date does not negate the division's right to dismiss ineffective teachers.** If this deadline cannot be met by either party, the principal/supervisor needs to contact Performance Management within the Department of Human Resources and Talent Development for further instructions.
4. Licensed employees who have been notified of the possibility of receiving a less than effective evaluation will meet with an appropriate Human Resource Coordinator or Supervisor.
5. Principals and supervisors meet with licensed employees who have been notified of the possibility of receiving a less than effective evaluation to discuss needed changes in performance and to determine a timeline for follow-up observations and evaluation. The principal/supervisor must supply recommendations for improvement in writing.
6. If the teacher makes sufficient improvement in the deficient areas of performance before the deadline for ineffective evaluations, the principal/supervisor must submit to Performance Management within the Department of Human Resources and Talent Development a letter stating the teacher is no longer under consideration of receiving an ineffective evaluation and that the employee is receiving a rating of Approaching Effective or higher on the evaluation for the year.

## Final Summative Evaluation Rating Processes

- If a probationary teacher receives an overall rating of **Ineffective** for a summative evaluation, Performance Management within the Department of Human Resources and Talent Development must be contacted.
- If a continuing contract teacher receives an overall rating of **Ineffective** for a summative evaluation, a formal *Plan of Assistance* through Performance Management within the Department of Human Resources and Talent Development must be implemented at the beginning of the following school year if employment continues.
- If a teacher is rated at the **Approaching Effective or Ineffective** level on two or more standards and if the overall summative rating does not result in an Ineffective rating, a school based *Plan of Improvement* will be instituted.
- Per *Virginia State Code § 22.1-305*:
  - A probationary Licensed Employee who receives an ineffective evaluation will be recommended for non-renewal.
- Per *Virginia Code § 22.1-304*:
  - Teachers employed after completing the probationary period shall be entitled to continuing contracts during good behavior and competent service.
  - Written notice of non-continuation of the contract by either party must be given by June 15 of each year.
- Per LCPS School Board Policy [7652](#):
  - Any employee who receives an unsatisfactory or ineffective evaluation shall not receive a “step increase” in pay the next year if employment continues.
  - Any employee who receives an unsatisfactory or ineffective evaluation and is on the top step of his/her applicable salary scale and continues employment into the next school year shall not receive a one-time payment for the next school year, if one is approved in the budget.

## Responding to the Evaluation

During the evaluation cycle, all attempts will be made by the evaluator and employee to meet in accordance with the evaluation procedures. However, due to unforeseen circumstances, this may not be possible.

- An employee who does not agree with their evaluation may request a conference with a Performance Management administrator assigned to the employee’s programmatic level.
- Incomplete steps or missed deadlines in the evaluation process does not negate or may not warrant changes to the overall evaluation rating. It is also to be noted that a grievance cannot be filed for the contents of an evaluation.
- The employee may write a rebuttal to the evaluation within ten working days of receipt of the evaluation. This statement of disagreement shall be attached to his/her performance evaluation.

## Plan of Improvement

If a teacher is rated at the **Approaching Effective or Ineffective** level on two or more standards and if the overall summative rating does not result in an Ineffective rating, a school based *Plan of Improvement* will be instituted.

- The plan must be in place at the beginning of the next school year and must include:
  - standard-specific goals for improvement,
  - support to be provided,
  - timelines in which the improvement is expected.
- The evaluator is responsible for tracking progress on the Plan of Improvement and notifying Performance Management within the Department of Human Resources and Talent Development if milestones are not being met.

## Plan of Assistance

The Plan of Assistance program is designed to provide support for a continuing contract licensed employee when a principal/supervisor has determined that the educator's performance is ineffective.

- The principal will consult with the assigned Performance Management administrator within the Department of Human Resources and Talent Development to develop the Plan of Assistance.
- The assigned Performance Management administrator within the Department of Human Resources and Talent Development will appoint a plan coordinator. The plan coordinator may be an instructional coach, specialist, supervisor, director, or assistant principal.
- While the educator is on the Plan of Assistance, the principal/assistant principal/supervisor may observe but will not formally evaluate the teacher unless the evaluator determines it necessary for the general good of the school.
- At the end of the Plan of Assistance, the educator will resume the evaluation process under the direction of the principal/supervisor.

The Plan of Assistance is based upon the following concepts that are considered basic and should remain constant:

- The Plan of Assistance Program is separate from the evaluation process. The building principal retains the responsibility of evaluating the teacher's performance.
- A variety of central office and school-based personnel may serve as resources under a Plan of Assistance.
- The assigned Performance Management administrator within the Department of Human Resources and Talent Development will provide supplemental assistance as requested by the principal.

Employees may request assistance and support in employee related matters from the Department of Human Resources and Talent Development and associations such as the Loudoun Education Association or Virginia Professional Educators. Employees are not entitled to have association representation in meeting with their immediate supervisor unless the supervisor agrees or unless the employee is in a formal grievance hearing.

## Performance Standards and Rubrics for Teachers

Teachers are evaluated on each performance standard using the performance rubrics found beneath the listing of performance standards and indicators in this section. The performance indicators are provided as examples of observable, tangible behavior that indicate the degree to which teachers are meeting each performance standard. The list of performance indicators is not exhaustive, is not intended to be prescriptive, and is not intended to be a checklist.

### **Performance Standard 1: Professional Knowledge**

*The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.*

**Sample Performance Indicators** (Examples of teacher work conducted in the performance of the standard may include but are not limited to:)

#### **The teacher:**

- 1.1 Has a broad and growing command of the relevant subject matter, tools of inquiry, and structures of the discipline he or she teaches and creates learning experiences that makes the subject matter meaningful for all students.
- 1.2 Integrates key content elements and facilitates students' use of higher level thinking skills during instruction.
- 1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences.
- 1.4 Understands how students differ in their approaches to learning and is able to differentiate instruction to meet diverse student needs.
- 1.5 Understands and exhibits a working knowledge of the governing policies of the educational profession.
- 1.6 Demonstrates an understanding of the intellectual, social, emotional and physical development of the age group to diversify the learning environment.
- 1.7 Stays abreast of and uses current research, diverse perspectives, and new strategies within the disciplines taught.

### *Standard 1 Rubric*

<b>4 Highly Effective</b>	<b>3 Effective</b>	<b>2 Approaching Effective</b>	<b>1 Ineffective</b>
The teacher continually enriches the curriculum and serves as a role model in his/her knowledge of the subject matter and the proper pedagogy for the content and developmental needs of students.	The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	The teacher is inconsistent in demonstrating an understanding of the curriculum, content, and/or student development and/or lacks fluidity in using the knowledge in practice.	The teacher demonstrates an inadequate understanding of the curriculum, content, and/or student development, and/or fails to use the knowledge in practice.

**Performance Standard 2: Instructional Planning**

*The teacher plans using the Virginia Standards of Learning, the school's curriculum, student data, and engaging and research-based strategies and resources to meet the needs of all students.*

**Sample Performance Indicators** (Examples of teacher work conducted in the performance of the standard may include but are not limited to:)

**The teacher:**

- 2.1 Uses prescribed curriculum guides, objectives, student learning data, and the I.E.P. (if applicable) to develop and guide long range goals and daily lesson plans which relate to the needs, abilities and interests of students.
- 2.2 Organizes lessons in a logical, sequential order to provide a stimulating and varied program of learning.
- 2.3 Ensures active engagement of student learning by selecting, evaluating, and refining a variety of teaching methods and instructional strategies.
- 2.4 Plans time appropriately for pacing instruction, transitioning of activities, student demonstration of content mastery and lesson summary.
- 2.5 Promotes the development of critical thinking, problem solving, and performance skills through the use of comprehensive materials, resources and technology.

*Standard 2 Rubric*

<b>4 Highly Effective</b>	<b>3 Effective</b>	<b>2 Approaching Effective</b>	<b>1 Ineffective</b>
The teacher actively seeks and uses alternative data and resources and serves as a role model in his/ her ability to design relevant lessons that challenge and motivate all students.	The teacher plans using the Virginia Standards of Learning, the school's curriculum, student data, and engaging and research-based strategies and resources to meet the needs of all students.	The teacher is inconsistent in his/ her use of the Virginia Standards of Learning, the school's curriculum, student data, and/or research- based strategies and resources to meet the needs of all students.	The teacher fails to plan or plans without adequately using the Virginia Standards of Learning, the school's curriculum, student data, and/or research- based strategies and resources to meet the needs of all students.

**Performance Standard 3: Instructional Delivery**

*The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.*

**Sample Performance Indicators** (Examples of teacher work conducted in the performance of the standard may include but are not limited to:)

**The teacher:**

- 3.1 Uses a variety of materials, technology and resources that promote the development of critical thinking, problem solving and performance skills.
- 3.2 Provides for guided practice, corrective feedback, and student independent practice to reinforce learning.
- 3.3 Engages and maintains students in active learning.
- 3.4 Differentiates instruction to meet students' needs.
- 3.5 Explains and restates to ensure understanding and comprehension of content material.
- 3.6 Employs teaching techniques appropriate to subject matter and learner readiness.
- 3.7 Communicates clearly and checks for understanding.

*Standard 3 Rubric*

<b>4 Highly Effective</b>	<b>3 Effective</b>	<b>2 Approaching Effective</b>	<b>1 Ineffective</b>
The teacher fluidly modifies strategies, materials, and groupings to optimize students' opportunities to learn and serves as a role model on how to keep all students challenged in focused work in which they are active problem- solvers and learners.	The teacher uses a variety of research- based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.	The teacher is inconsistent in his/her use of appropriate instructional strategies and/or in engaging students in active learning, promoting key skills, and/or meeting individual learning needs.	The teacher fails to use appropriate instructional strategies and/or is inadequate in engaging students in active learning, promoting key skills, and/or meeting individual learning needs of all students.

**Performance Standard 4: Assessment of/for Student Learning**

*The teacher systematically gathers, analyzes, and uses all relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents/caregivers, and other educators, as needed.*

**Sample Performance Indicators** (Examples of teacher work conducted in the performance of the standard may include but are not limited to:)

**The teacher:**

- 4.1 Seeks to assess the strengths and weaknesses of students through records, observations, resource personnel, testing, and student and/or parent contacts.
- 4.2 Conducts ongoing student assessments based on a variety of criteria and objectives.
- 4.3 Communicates performance expectations and progress to parents and students.
- 4.4 Involves students in setting learning goals and monitoring their own progress.
- 4.5 Uses grading practices that report final mastery in relationship to content goals and objectives.
- 4.6 Gives constructive and frequent feedback to students on their learning.
- 4.7 Uses a variety of formative and summative assessment strategies and instruments that are valid and appropriate for the content and student population.
- 4.8 Uses data to assess prior knowledge in order to develop learning goals, to differentiate instruction, and to document learning.

*Standard 4 Rubric*

<b>4 Highly Effective</b>	<b>3 Effective</b>	<b>2 Approaching Effective</b>	<b>1 Ineffective</b>
The teacher collaborates with colleagues to use assessment data, re-examines and fine-tunes teaching based on these data, teaches students how to monitor their own progress, and serves as a role model in using assessment to impact student learning.	The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents/caregivers, and other educators, as needed.	The teacher uses a limited selection of assessment strategies and/or is inconsistent in linking assessment to intended learning outcomes, using assessment data to plan/modify instruction, and/or in providing timely feedback.	The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions, and/or fails to provide student feedback in a timely manner.

**Performance Standard 5: Learning Environment**

*The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.*

**Sample Performance Indicators** (*Examples of teacher work conducted in the performance of the standard may include but are not limited to:)*

**The teacher:**

- 5.1 Treats each student with respect and encourages mutual understanding of individual differences.
- 5.2 Maintains student interest and involvement in learning.
- 5.3 Actively listens and pays attention to students' needs and responses.
- 5.4 Establishes clear expectations with student input for classroom rules and procedures early in the school year and reinforces them consistently and fairly.
- 5.5 Uses cultural competencies as a framework for responding to diverse student populations, including language, culture, race, gender and special needs.
- 5.6 Creates a supportive environment for all students, encouraging social interaction, active engagement in learning, and self-motivation.

*Standard 5 Rubric*

<b>4 Highly Effective</b>	<b>3 Effective</b>	<b>2 Approaching Effective</b>	<b>1 Ineffective</b>
The teacher serves as a role model in creating a dynamic learning environment where students monitor their own behavior and develop a sense of responsibility.	The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	The teacher is inconsistent in using resources, routines, and procedures and/or in providing a respectful, positive, safe, student-centered environment.	The teacher is inadequate in addressing student behavior issues, displays a detrimental attitude, ignores safety standards, and/or fails to otherwise provide an environment that is conducive to learning.

**Performance Standard 6: Culturally Responsive Teaching and Equitable Practices**

*The teacher demonstrates a commitment to equity and provides instruction and classroom strategies that result in culturally inclusive and responsive learning environments and achievement for all students.*

**Sample Performance Indicators** (Examples of teacher work conducted in the performance of the standard may include but are not limited to:)

**The teacher:**

- 6.1 Disaggregates assessment, engagement, behavioral, and attendance data by student groups and identifies and applies differentiated strategies to address growth and learning needs of all students with specific attention to students within gap groups.
- 6.2 Fosters classroom environments that create opportunities for access and achievement by acknowledging, valuing, advocating, and affirming cultural and social diversity in all aspects of the learning process,<sup>[1]</sup> including for gender, race, ethnicity, English Language Learners, and students with disabilities.
- 6.3 Builds meaningful relationships with all students anchored in affirmation, mutual respect and validation utilizing culturally responsive teaching practices, and by modeling high expectations for all students.
- 6.4 Utilizes inclusive curriculum and instructional resources that represent and validate diversity from all rings of culture that include generational, gender, religion, class, nationality, race, ethnicity, native language, ability, and sexuality by connecting classroom curriculum and instruction to the cultural examples, experiences, backgrounds, and traditions of all learners.
- 6.5 Analyzes, selects, and integrates texts, materials, and classroom resources that reflect cultural inclusivity and the needs of all students, including for gender, race, ethnicity, English Language Learners, and students with disabilities.
- 6.6 Uses communication strategies that are inclusive of the language, dialects, cultural, social and literacy needs of all students (including gender, race, ethnicity, English Language Learners, and students with disabilities).
- 6.7 Teaches students the skills necessary to communicate and engage with diverse groups in ways that support the eradication of discrimination and bias while mitigating against classroom power imbalances (based on race, ethnicity, gender, identity, ability, and/or socioeconomic status) that perpetuate fear and anxiety of difference.

**Note:** Equity in education is achieved when student academic achievement cannot be determined by demographic factors.

*Standard 6 Rubric*

4 Highly Effective	3 Effective	2 Approaching Effective	1 Ineffective
The teacher demonstrates and promotes respect for difference, mitigates against classroom power imbalances based on race, ethnicity, gender, identity, ability, and/or socioeconomic status, cultivates relationships anchored in affirmation and mutual respect; and utilizes data informed strategies to support academic achievement for all students.	The teacher models high expectations for all students; advances academic growth and achievement for all students; and utilizes educational materials that are culturally inclusive.  <i>Note: unlike the other performance standards, the wording of the “Effective” level for this standard does not match the wording of the standard, itself</i>	The teacher is inconsistent in demonstrating high expectations for all students and/or is inconsistent in providing instruction and classroom strategies that result in inclusive learning environments and student engagement practices.	The teacher fails to demonstrate a commitment to equity and/or fails to adapt instructional and classroom strategies in a way that results in culturally inclusive and responsive learning environments and academic achievement for all students.

**Performance Standard 7: Professionalism**

*The teacher demonstrates a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.*

**Sample Performance Indicators** (Examples of teacher work conducted in the performance of the standard may include but are not limited to:)

**The teacher:**

- 7.1 Follows established School Board policies.
- 7.2 Sets a good example by exhibiting appropriate dress, demeanor and behavior as well as correct oral and written expression.
- 7.3 Works in a collegial and collaborative manner with peers, school personnel, parents, and the community to promote and support student learning.
- 7.4 Adheres to federal and state laws, school policies, and ethical guidelines.
- 7.5 Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress and well-being.
- 7.6 Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.
- 7.7 Provides service to the educational profession through participation in such activities as co-curricular sponsorship, school improvement or division-wide committees, or active membership in professional organizations.

*Standard 7 Rubric*

<b>4 Highly Effective</b>	<b>3 Effective</b>	<b>2 Approaching Effective</b>	<b>1 Ineffective</b>
The teacher serves as a role model in professional behavior, uses optimal means of communication, mentors and leads colleagues in the improvement of their instructional practice, and initiates activities that contribute to the enrichment of the wider school community.	The teacher demonstrates a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.	The teacher is inconsistent in demonstrating professional judgment, collaborating and communicating with relevant stakeholders, participating in professional growth opportunities, and/or applying learning from growth opportunities in the classroom.	The teacher fails to adhere to legal, ethical, and professional standards, demonstrates a reluctance or disregard toward school policy, and/or infrequently takes advantage of professional growth opportunities.

**Performance Standard 8: Student Academic Progress***The work of the teacher results in acceptable, measurable, and appropriate student academic progress.***Sample Performance Indicators** (Examples of teacher work conducted in the performance of the standard may include but are not limited to:)**The teacher:**

- 8.1 Seeks to assess the strengths and weaknesses of students through records, observations, resource personnel, testing, and student and/or parent contacts.
- 8.2 Uses effective questioning techniques to evaluate student knowledge, skills, and conceptual understanding related to student achievement progress.
- 8.3 Conducts ongoing student assessments based on a variety of criteria and objectives.
- 8.4 Establishes learning goals for students and promotes self monitoring of progress toward goals.
- 8.5 Meets individually with students periodically to discuss academic performance and progress.
- 8.6 Uses available performance outcome data to regularly document and communicate student progress and develop interim learning goals.
- 8.7 Participates in Individual Education Plan (IEP) meetings and maintains appropriate documentation regarding performance of students with disabilities.

*Standard 8 Rubric*

4 Highly Effective	3 Effective	2 Approaching Effective	1 Ineffective
The work of the teacher serves as a model for others and results in a high level of student achievement with all populations of learners.	The work of the teacher results in acceptable, measurable, and appropriate student academic progress.	The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all populations taught by the teacher.	The work of the teacher does not achieve acceptable student academic progress.

## **Performance Standards for Other Licensed Professionals**

During the developmental phase of the teacher evaluation system performance standards and indicators were developed for teachers and may not be appropriate for other licensed professionals.

The Virginia Department of Education’s Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers document states the following: *“The document was developed specifically for use with classroom teachers. For other non-classroom educators who are required to hold a Virginia teaching license, revisions likely will be necessary. For example, guidance counselors and library-media specialists may require modified performance standards and data sources different from classroom teachers.”*

Loudoun County Public Schools implemented the new teacher evaluation process during the 2012-2013 school year for teachers only. Other licensed professionals remained on the previous evaluation system during that school year. During the 2013-2014 school year, a new committee, consisting of other licensed employees, principals, supervising administrators, and parents, was convened to develop appropriate evaluation documents for the other licensed professionals. The new evaluation documents were to include performance standards, indicators and rating rubrics, including one standard whose rating would be weighted at 40% of the overall summative rating. This committee surveyed other divisions in the state, as well as various professional organizations, for ideas to include in the new evaluation documents in an effort to develop evaluation procedures specific to each position’s responsibilities and job characteristics. Finally, in March 2020, VDOE revised the weighting standards in the guidelines for uniform performance standards for teachers, principals and superintendents. The revisions altered the weighting of standards since the federal reporting requirement for Performance Standard 7: Student Academic Progress does not need to be 40% of the overall summative rating.

The pages below contain new performance standards, indicators, and rating rubrics for each job group. The evaluation procedures listed all licensed employees and the dates and deadlines in the supplementary timeline document also apply to these employees.

Licensed Professionals are evaluated on each performance standard using the performance rubrics found beneath the listing of performance standards and indicators in this section. The performance indicators are provided as examples of observable, tangible behavior that indicate the degree to which school counselors are meeting each performance standard. The list of performance indicators is not exhaustive, is not intended to be prescriptive, and is not intended to be a checklist.

## Performance Standards for School Counselors

### Performance Standard 1: Knowledge of the Learning Community

*The School Counselor identifies and addresses the needs of the target learning community by demonstrating respect for individual differences, levels of experience, safety, and understanding of cultures, backgrounds and developmental needs*

The School Counselor:

- Demonstrates an understanding of developmental stages of learners
- Promotes equity and equal access for every student
- Utilizes federal, state, district, school, family, and community resources to help meet learner and program needs
- Demonstrates interpersonal relationships with students, staff, and parents/guardians
- Demonstrates an understanding of cultural, ethnic, and linguistic backgrounds to assist in the delivery of appropriate services and educational opportunities
- Demonstrates an understanding and awareness of student safety and wellbeing

### Standard 1 Rubric

4 Highly Effective	3 Effective <i>Effective is the expected level of performance.</i>	2 Approaching Effective	1 Ineffective
In addition to meeting the standard, the school counselor consistently demonstrates extensive knowledge and takes a leadership role in identifying and addressing the needs of the target learning community.	<b>The School Counselor identifies and addresses the needs of the target learning community by demonstrating respect for individual differences, levels of experience, safety, and understanding of cultures, backgrounds and developmental needs.</b>	The School Counselor inconsistently identifies and addresses the needs of the target learning community and/or efforts are inconsistent in demonstrating respect for individual differences, levels of experience, safety, and understanding of cultures, backgrounds and developmental needs.	The School Counselor consistently demonstrates a lack of awareness of the needs of the target learning community or rarely demonstrates respect for individual differences, levels of experience, safety, and understanding of cultures, backgrounds and developmental needs.

**Performance Standard 2: Program Planning and Management**

The School Counselor effectively plans and coordinates school programs and support services which are consistent with established guidelines, policies, and procedures.

The School Counselor:

- Provides a comprehensive and balanced school counseling program in collaboration with school staff
- Provides support for other school programs
- Demonstrates effective scheduling and time management skills
- Identifies and manages available resources to address learner and/or program needs
- Organizes and maintains appropriate program data to guide planning and assist students
- Aligns and implements the counseling program according to the American School Counseling Association (ASCA) National Model and VDOE standards for School Counseling

*Standard 2 Rubric*

<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>2</b> <b>Approaching Effective</b>	<b>1</b> <b>Ineffective</b>
In addition to meeting the standard, the school counselor consistently demonstrates extensive knowledge and takes a leadership role in planning and coordinating school programs and support services within established guidelines, policies, and procedures.	<b>The School Counselor effectively plans and coordinates school programs and support services within established guidelines, policies, and procedures.</b>	The School Counselor inconsistently plans and coordinates school programs and support services within established guidelines, policies, and procedures.	The School Counselor rarely plans and coordinates school programs and support services within established guidelines, policies, and procedures.

**Performance Standard 3: Program Services Delivery**

The School Counselor uses knowledge of and skills related to the curriculum/field to implement services and support for the target learning community consistent with established standards, requirements, and guidelines.

The School Counselor:

- Assists students, teachers, families, and other service providers to facilitate positive student growth and well being
- Provides support and direction for career and academic plan development and decision making
- Uses a variety of effective and differentiated instructional/counseling strategies and resources
- Integrates technology to enhance student learning

*Standard 3 Rubric*

<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>2</b> <b>Approaching Effective</b>	<b>1</b> <b>Ineffective</b>
In addition to meeting the standard, the School Counselor is highly effective and takes a leadership role in using knowledge of and skills related to the curriculum/field to implement services and support for the target learning community within established standards, requirements, and guidelines.	<b>The School Counselor effectively demonstrates knowledge of and skills related to the curriculum/field to implement services and support for the target learning community within established standards, requirements, and guidelines.</b>	The School Counselor inconsistently demonstrates knowledge of and skills related to the curriculum/field to implement services and support for the target learning community within established standards, requirements, and guidelines.	The School Counselor rarely demonstrates knowledge of, and skills related to the curriculum/field to implement services and support for the target learning community within established standards, requirements, and guidelines.

**Performance Standard 4: Assessment**

The School Counselor consistently gathers, analyzes, and uses data to determine teacher or student needs, to guide professional practices, to measure program progress, and to provide timely feedback to the target learning community.

The School Counselor:

- Develops and conducts appropriate assessments to identify student needs
- Uses assessment information in making recommendations and/or decisions that are in the best interest of the student/school community
- Uses student progress data and available resources to improve the effectiveness of strategies, interventions, services of the counseling program
- Uses data to assist students in setting goals and monitoring their progress

*Standard 4 Rubric*

<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>2</b> <b>Approaching Effective</b>	<b>1</b> <b>Ineffective</b>
In addition to meeting the standard, the School Counselor is highly effective and takes a leadership role in gathering, analyzing, and using data to determine teacher or student needs, to guide professional practices, to measure program progress, and to provide timely feedback to the target learning community.	<b>The School Counselor consistently gathers, analyzes, and uses data to determine teacher or student needs, to guide professional practices, to measure program progress, and to provide timely feedback to the target learning community.</b>	The School Counselor inconsistently gathers, analyzes or uses data to determine teacher or student needs, to guide professional practices, to measure program progress, and to provide timely feedback to the target learning community.	The School Counselor rarely gathers, analyzes, or uses data to determine teacher or student needs, to guide professional practices, to measure program progress, and to provide timely feedback to the target learning community.

**Performance Standard 5: Communication and Collaboration**

The School Counselor communicates and collaborates effectively with students, parents, teachers, administrators, and other education specialists to support and enhance program and/or student progress.

The School Counselor:

- Initiates and maintains appropriate communication to support the needs of the learning community
- Works collaboratively with the learning community to support student success and wellbeing
- Establishes a climate of trust and integrity by being respectful, responsible, caring, trustworthy, and fair
- Uses effective written, verbal, and nonverbal communication skills
- Supports, promotes, and communicates the mission, vision, and goals of the school and the school division
- Collaborates with programs and specialized areas within the school and community

*Standard 5 Rubric*

<p><b>4</b> <b>Highly Effective</b></p>	<p><b>3</b> <b>Effective</b> <i>Effective is the expected level of performance.</i></p>	<p><b>2</b> <b>Approaching Effective</b></p>	<p><b>1</b> <b>Ineffective</b></p>
<p>In addition to meeting the standard, the School Counselor demonstrates initiative to increase the level of effective communication and collaboration with students, parents, teachers, administrators, and other education specialists to support and enhance program and/or student progress.</p>	<p><b>The School Counselor communicates and collaborates effectively with students, parents, teachers, administrators, and other education specialists to support and enhance program and/or student progress.</b></p>	<p>The School Counselor inconsistently communicates and collaborates effectively with students, parents, teachers, administrators, and other education specialists to support and enhance program and/or student progress.</p>	<p>The School Counselor rarely communicates and has difficulty collaborating effectively with students, parents, teachers, administrators, and other education specialists to support and enhance program and/or student progress.</p>

**Performance Standard 6: Professionalism**

The School Counselor maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced learning.

The School Counselor:

- Follows local, federal and state guidelines in accordance with school board policies and procedures
- Respects and maintains confidentiality
- Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance)
- Participates in professional growth activities to enrich and extend knowledge and incorporates this learning into professional practice
- Mentors, trains, and/or supports colleagues in professional growth opportunities
- Demonstrates knowledge and skills relevant to the profession
- Evaluates and identifies personal strengths and areas for growth related to professional skills

*Standard 6 Rubric*

<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>2</b> <b>Approaching Effective</b>	<b>1</b> <b>Ineffective</b>
In addition to meeting the standard, the School Counselor is a professional role model for others and engages in a high level of professional growth, and/or contributes to the professional development of others and the well being of the profession.	<b>The School Counselor maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced learning.</b>	The School Counselor inconsistently demonstrates professional ethics, effective communication, and responsibility for and participation in professional growth that results in enhanced learning.	The School Counselor rarely demonstrates professional ethics, effective communication, and responsibility for and participation in professional growth that results in enhanced learning.

**Performance Standard 7: Learner/Program Progress**

The work of the School Counselor results in acceptable and measurable learner and/or program progress based on established standards, division goals, and/or school goals.

The School Counselor:

- Sets measurable, reasonable, and appropriate goals reflecting high expectations for learner/program progress
- Monitors learner/program progress through the use of appropriate assessments and/or data collection
- Identifies and establishes additional means of support and/or resources to increase learner/program progress

*Standard 7 Rubric*

<b>4 Highly Effective</b>	<b>3 Effective</b> <i>Effective is the expected level of performance.</i>	<b>2 Approaching Effective</b>	<b>1 Ineffective</b>
In addition to meeting the standard, the work of the School Counselor results in a high level of learner and/or program progress based on established standards, division goals, and/or school goals.	<b>The work of the School Counselor results in acceptable and measurable learner and/or program progress based on established standards, division goals, and/or school goals.</b>	The work of the School Counselor results in inconsistent learner and/or program progress based on established standards, division goals, and/or school goals.	The work of the School Counselor rarely results in learner and/or program progress based on established standards, division goals, and/or school goals.

## Performance Standards for Instructional Coaches

### **Performance Standard 1: Knowledge of the Learning Community**

The work of the School Counselor results in acceptable and measurable learner and/or program progress based on established standards, division goals, and/or school goals.

The Instructional Coach:

- Demonstrates an understanding of developmental stages of learners (teachers and students)
- Collaborates with educational specialists, teachers, and administrators
- Identifies and uses resources to help meet learner and/or program needs
- Uses cultural competency skills to identify and accommodate various learning styles and other individual differences
- Demonstrates an understanding of cultural, ethnic, and linguistic backgrounds to assist in the delivery of appropriate educational opportunities

### *Standard 1 Rubric*

4 Highly Effective	3 Effective <i>Effective is the expected level of performance.</i>	2 Approaching Effective	1 Ineffective
In addition to meeting the standard, the instructional coach works proactively with school and central office administrators to develop comprehensive plans that address the learning community.	<b>The instructional coach identifies and addresses the needs of the target learning community by demonstrating respect for individual differences, levels of experience, and understanding of cultures, backgrounds, and learning needs.</b>	The instructional coach inconsistently identifies and addresses the target learning community and efforts are inconsistent in demonstrating respect for individual differences and understanding of cultures, backgrounds, and learning needs.	The instructional coach consistently demonstrates a lack of awareness of the needs of the target learning community or rarely demonstrates respect for individual differences and understanding of cultures, backgrounds, and learning needs.

**Performance Standard 2: Program Planning and Management**

The Instructional Coach effectively plans and coordinates programs, resources, and support services which are consistent with established guidelines, policies, and procedures.

The Instructional Coach:

- Understands and follows applicable local, state and federal regulations, policies, guidelines, and procedures
- Provides a safe and appropriate environment for service delivery
- Organizes and maintains appropriate program records
- Demonstrates effective scheduling and time management skills
- Identifies and manages available resources to address learner and/or program needs
- Adheres to proper procedures for using, maintaining, updating, and securing assessment instruments

*Standard 2 Rubric*

4 Highly Effective	3 Effective <i>Effective is the expected level of performance.</i>	2 Approaching Effective	1 Ineffective
In addition to meeting the standard, the instructional coach takes a leadership role in the development of program documents, procedures, and planning.	<b>The instructional coach effectively plans and coordinates programs and support services which are consistent with established guidelines, policies, and procedures.</b>	The instructional coach inconsistently plans and coordinates programs and support services consistent with established guidelines, policies, and procedures.	The instructional coach rarely plans and coordinates programs and support services consistent with established guidelines, policies, and procedures.

**Performance Standard 3: Program Delivery**

The Instructional Coach uses knowledge and skills related to the curriculum/field to implement services and support for the target learning community consistent with established standards, requirements, and guidelines.

The Instructional Coach:

- Identifies, develops, organizes, implements, and supports professional learning plans for specific learner and program needs
- Uses technology, materials, and other resources as appropriate to deliver services and programs
- Presents information and services using varied strategies to meet learner needs and diversity
- Provides services that will support mastery of state and national standards and guidelines

*Standard 3 Rubric*

<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>2</b> <b>Approaching Effective</b>	<b>1</b> <b>Ineffective</b>
In addition to meeting the standard, the instructional coach takes a leadership role in providing professional development to the target learning community that is consistent with established standards, requirements, and guidelines.	<b>The instructional coach uses knowledge and skills related to the curriculum/field to implement services and support for the target learning community consistent with established standards, requirements, and guidelines.</b>	The instructional coach inconsistently uses knowledge and skills related to the curriculum/field to implement services and support for the target learning community consistent with established standards, requirements, and guidelines.	The instructional coach rarely uses the knowledge of and skills related to the curriculum/field to implement services and support for the target learning community consistent with established standards, requirements, and guidelines.

**Performance Standard 4: Assessment**

The Instructional Coach gathers, analyzes, and uses data to determine teacher or student needs, to guide professional practices, to measure program progress, and to provide timely feedback to the target learning community.

The Instructional Coach:

- Demonstrates proficiency in administering, scoring, evaluating and interpreting data from instruments or records
- Provides accurate, constructive feedback based on observations and conferences with the learner
- Uses assessment information in making recommendations or decisions that are in the best interest of the learner/school/district
- Uses state and local assessment data to modify strategies, interventions, services, and program effectiveness

*Standard 4 Rubric*

<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>2</b> <b>Approaching Effective</b>	<b>1</b> <b>Ineffective</b>
In addition to meeting the standard, the Instructional Coach takes a leadership role in researching data, strategies, and methods that will guide professional practice and improve program services.	<b>The Instructional Coach gathers, analyzes, and uses data to determine teacher or student needs, to guide professional practices, to measure program progress, and to provide timely feedback to the target learning community.</b>	The Instructional Coach inconsistently gathers, analyzes, and uses data to determine teacher or student needs, to guide professional practices, to measure program progress, and to provide timely feedback to the target learning community.	The Instructional Coach rarely gathers, analyzes, and uses data to determine teacher or student needs, to guide professional practices, to measure program progress, and to provide timely feedback to the target learning community.

**Performance Standard 5: Communication and Collaboration**

The instructional coach communicates and collaborates effectively with students, teachers, administrators, and other education specialists to support and enhance program and/or student progress.

The Instructional Coach:

- Uses effective written, verbal, and nonverbal communication skills
- Initiates, maintains, and appropriately documents communication to support the needs of the learning community
- Supports, promotes, and communicates the mission, vision, and goals of the program and the school division
- Works collaboratively with colleagues and supervisors to support learner success and wellbeing
- Collaborates with instructional staff to design, implement, and/or support services for specific learner or program needs
- Responds promptly to learner and administrator concerns

*Standard 5 Rubric*

<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>2</b> <b>Approaching Effective</b>	<b>1</b> <b>Ineffective</b>
In addition to meeting the standard, the Instructional Coach demonstrates initiative in enhancing effective communication and collaboration techniques among students, teachers, administrators, and other education specialists.	<b>The instructional coach communicates and collaborates effectively with students, teachers, administrators, and other education specialists to support and enhance program and/or student progress.</b>	The Instructional Coach is inconsistent in communicating and has difficulty collaborating with students, teachers, administrators, and other education specialists.	The Instructional Coach rarely communicates and collaborates ineffectively with students, teachers, administrators, and other education specialists.

### Performance Standard 6: Professionalism

The Instructional Coach maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced learning.

The Instructional Coach:

- Follows federal and state guidelines and school board policies and procedures
- Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance)
- Performs assigned duties and follows a professional code of ethics
- Respects and maintains confidentiality
- Demonstrates knowledge and skills relevant to the profession
- Evaluates and identifies strengths and areas for growth related to professional skills
- Sets goals for improvement of skills and professional performance
- Participates in professional growth activities and incorporates learning into professional practice
- Mentors, trains, and/or supports colleagues in professional growth opportunities

#### Standard 6 Rubric

<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>2</b> <b>Approaching Effective</b>	<b>1</b> <b>Ineffective</b>
In addition to meeting the standard, the Instructional Coach is a professional role model for others, engaging in a high level of personal professional growth, and/or contributes to the development of others and the wellbeing of the profession.	<b>The Instructional Coach maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced learning.</b>	The Instructional Coach inconsistently demonstrates commitment to professional ethics, professional expertise, and participation in professional growth opportunities.	The Instructional Coach shows a disregard toward professional ethics and/or the school's mission, is reluctant to support others, and/or rarely takes advantage of professional growth opportunities.

**Performance Standard 7: Learner Program/Progress**

The work of the Instructional Coach results in acceptable and measurable learner and/or program progress based on established standards, division goals, and/or school goals.

The Instructional Coach:

- Sets measurable, reasonable, and appropriate goals for learner/program progress
- Assesses prerequisite developmental knowledge and skills to determine initial level of service delivery
- Monitors learner/program progress through the use of appropriate assessments
- Identifies and establishes additional means of support to increase learner/program progress
- Provides evidence that learner/programs are meeting measurable, reasonable, and appropriate outcomes

*Standard 7 Rubric*

<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>2</b> <b>Approaching Effective</b>	<b>1</b> <b>Ineffective</b>
In addition to meeting the standard, the work of the Instructional Coach results in a high level of learner and/or program progress based on established standards, division goals, and/or school goals.	<b>The work of the Instructional Coach results in acceptable and measurable learner and/or program progress based on established standards, division goals, and/or school goals.</b>	The work of the Instructional Coach results in inconsistent learner/program progress; more progress is needed to meet established standards.	The work of the Instructional Coach rarely results in acceptable learner progress and/or program progress.

## Performance Standards for Media Specialists

### **Performance Standard 1: Professional Knowledge**

The media specialist demonstrates an understanding of curriculum, content and other resources, differentiated instructional strategies, and the skill sets related to his or her position. The media specialist is continuously deepening his or her knowledge and expertise.

The Media Specialist:

- Engages in continual learning to develop and deepen knowledge and skills related to library resources and services to include information, media, visual, and technology literacies
- Engages in continual learning to deepen knowledge, skills and dispositions in curriculum content and pedagogical strategies
- Regularly self-evaluates and reflects on professional practice and dispositions

### *Standard 1 Rubric*

<b>4 Highly Effective</b>	<b>3 Effective</b> <i>Effective is the expected level of performance.</i>	<b>2 Approaching Effective</b>	<b>1 Ineffective</b>
In addition to meeting the standard, the media specialist consistently demonstrates extensive knowledge and expertise by creating and sharing new knowledge and content to a wider community of learners.	<b>The media specialist displays working knowledge of: library resources and information, media, visual, and technology literacies; curriculum content and a variety of instructional strategies; his or her needs for personal growth in professional practice.</b>	<b>The media specialist does not consistently demonstrate an understanding of library resources and information, media, visual, and technology literacies; awareness of curriculum content and a variety of instructional strategies, or self-awareness of need for personal growth in professional practice.</b>	The media specialist does not demonstrate an understanding of curriculum, content and other resources, differentiated instructional strategies, and/or the skill sets related to his or her position. The librarian does not self-assess or seek to add to his or her knowledge and expertise.

**Performance Standard 2: Assessment of Needs**

In collaboration with other stakeholders, the media specialist gathers, analyzes, and uses data to determine student and teacher needs, guide professional practices, provide timely feedback to the target learning community, and inform program/plan development.

The Media Specialist:

- Collaborates with staff and students to assess the needs of the library’s print and digital collection to reflect interests of the varying ages, genders, ethnicities, reading abilities, belief systems, and cultures of the school community
- Regularly seeks input from students to determine students’ reading interests and motivations
- Maps the library collection to the curriculum to ensure that it meets the needs of the school’s instructional program
- Collaborates with staff to assess instructional needs and their potential alignment with library activities and resources
- In collaboration with teachers, regularly assesses student learning to adjust collaborative learning activities

*Standard 2 Rubric*

<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>2</b> <b>Approaching Effective</b>	<b>1</b> <b>Ineffective</b>
In addition to meeting the standard, the media specialist engages in collaboration at the district, state, and/or national level to model best practices in this endeavor	<b>In collaboration with other stakeholders, the media specialist gathers, analyzes, and uses data to determine student and teacher needs, guide professional practice, provide timely feedback to the target learning community, and inform program development.</b>	The media specialist does not consistently gather, analyze, and use data to determine student and teacher needs, guide professional practice, provide timely feedback to the target learning community and inform program/plan development.	The media specialist does not assess the needs of the students and teachers and fails to collaborate or accept input from the learning community for program development.

**Performance Standard 3: Learning Environment**

The media specialist collaborates with other professionals to create and support new and existing learning environments—physical and virtual—which enhance the learning of all students.

The Media Specialist:

- Provides current, culturally diverse, high-quality, high-interest collections of print and digital books and other reading resources in multiple formats
- Creates inviting, comfortable personal and collaborative learning spaces – physical and virtual - that support instruction and encourage reading, technology use, browsing, and utilization of materials
- Ensures that library hours provide optimum access for learners and other members of the school community
- Designs and maintains a library website that provides access to a variety of resources and information which may include digital information resources, reference services, links to other libraries and academic sites, information for parents, and exhibits of Highly Effective student work
- Properly uses software tools provided by Library Services such as the Library Management System and centralized purchasing/processing
- Fosters an environment that supports the use of LCPS Learning Management System – VISION - and other social media tools to facilitate participatory learning through blended learning scenarios with local and global communities

*Standard 3 Rubric*

<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>2</b> <b>Approaching Effective</b>	<b>1</b> <b>Ineffective</b>
In addition to meeting the standard, the media specialist innovates and shares his or her knowledge about these environments to a wider community of learners to include local, regional, state, national and international stakeholders.	<b>The media specialist collaborates with other professionals to create and support new and existing learning environments—physical and virtual—which enhance the learning of all students.</b>	The media specialist does not consistently demonstrate collaboration with other professionals to create and support new and existing learning environments – physical and virtual – which will enhance the learning of all students.	The media specialist fails to change the learning environment and does not use feedback and/or seek opportunities to collaborate.

**Performance Standard 4: Program Development**

The media specialist develops a comprehensive program consistent with established standards, guidelines, policies, and procedures that align with school improvement goals and the needs of the target learning community.

The Media Specialist:

- Works with school administrators to develop and publish a school library services program that is based on the LCPS Library Program Guide, supports the SIP, and reflects state and national standards
- Plans for the inventory, collection analysis, and maintenance of library collection of print and digital resources
- Plans for budget expenditures based on rationales and priorities using evidence of need
- Works with members of school community, establish policies and procedures for the circulation of library materials and the use of library facility spaces and resources to ensure that all members of the learning community have maximal access to resources to meet a variety of needs and interests
- Promotes flexible scheduling of the school library facility to allow for efficient and timely integration of resources into the curriculum
- Plans for collaboration with teachers and other specialists to develop learning activities that coordinate with classroom instruction and empower students to become critical thinkers, enthusiastic readers, skillful researchers, and lifelong users and producers of ideas and information

*Standard 4 Rubric*

<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>2</b> <b>Approaching Effective</b>	<b>1</b> <b>Ineffective</b>
<p>In addition to meeting the standard, the media specialist serves as a member of the SIP or school leadership team and seeks additional funding and support through various sources to enrich the scope of the library program.</p>	<p>The media specialist develops a comprehensive program based on the LCPS Library Program Guide and consistent with established standards, guidelines, policies, and procedures that align with school improvement goals and the needs of the target learning community.</p>	<p>The media specialist does not consistently develop a comprehensive program based on the LCPS Library Program Guide and consistent with established standards, guidelines, policies and procedures that align with school improvement goals and the needs of the target learning community.</p>	<p>The media specialist does not develop and publish a library program that aligns with the LCPS Library Guide.</p>

**Performance Standard 5: Program Standard Delivery**

In implementing the program, the media specialist demonstrates dispositions, knowledge, and skills in content, pedagogy and specialized areas related to his or her position to the entire learning community.

The Media Specialist:

- Promotes reading as a foundational skill for learning, personal growth and enjoyment through reading lists, bibliographies, blogs, and other social media
- Motivates learners to read fiction and nonfiction through interactive read alouds, book talks, displays, exposure to authors, and other means
- Models reading strategies in formal and informal instruction
- Creates opportunities to involve caregivers, parents, and other family members in reading
- Models an inquiry-based approach to learning and the information search process
- Provides instruction - in collaboration with teachers, IFT, and other staff - that addresses multiple literacies, including information, media, visual, and technology literacies in the library or in a physical/virtual classroom
- Uses technology tools to supplement school resources, assist in the creation of engaging learning tasks, connect the school with the global learning community, and communicate with students and teachers
- Uses differentiated strategies with respect to gender, culture, reading ability, personal interests, and prior knowledge to engage learners in reading and inquiry
- Individually and in collaboration, seeks opportunities to provide professional development related to library resources and services to the faculty and staff
- Works with school administration to participate in reviews of any challenged materials using the LCPS Reconsideration Policy

*Standard 5 Rubric*

<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>2</b> <b>Approaching Effective</b>	<b>1</b> <b>Ineffective</b>
In addition to meeting the standard, the media specialist plays an essential role in the development of dispositions, knowledge, and skills of a wider community of learners.	<b>In implementing the program, the media specialist demonstrates best practice dispositions, knowledge, and skills in content, pedagogy and specialized areas related to his or her position to the learning community.</b>	The media specialist does not consistently demonstrate effective dispositions, knowledge and skills in content, pedagogy or specialized areas related to his or her position to the entire learning community.	The media specialist does not demonstrate effective dispositions, knowledge and skills in content, pedagogy and specialized areas related to his or her position to the entire learning community.

**Performance Standard 6: Professionalism**

The media specialist maintains a commitment to professional ethics, open communication and collaboration, and the responsibility for and participation in communities that reflect cultural and global perspectives.

The Media Specialist:

- Models and facilitates safe, healthy, legal, and ethical uses of digital information and technologies consistent with school and district policy so as to promote responsible, lifelong digital citizenship
- Models and promotes diversity, inclusion, cultural understanding and global awareness
- Models the dispositions of critical thinkers, enthusiastic readers, and skillful researchers
- Encourages use of the library and other instructional resources by students, parents, administrators, and other stakeholders through communication about the library program
- Adheres to federal and state laws, School Board policies, and AASL Code of Ethics
- Sets a good example by exhibiting appropriate dress, demeanor and behavior as well as correct oral and written expression

*Standard 6 Rubric*

4 Highly Effective	3 Effective <i>Effective is the expected level of performance.</i>	2 Approaching Effective	1 Ineffective
In addition to meeting the standard, the media specialist is perceived by the learning community as a leader and role-model in terms of professional ethics, open communication and collaboration, and the participation in communities that reflect cultural and global perspectives.	<b>The media specialist maintains a commitment to professional ethics, open communication and collaboration, and the responsibility for and participation in communities that reflect cultural and global perspectives.</b>	The work of the media specialist does not consistently demonstrate a commitment to professional ethics, open communication and collaboration, and the responsibility for and participation in communities that reflect cultural and global perspectives.	The media specialist fails to demonstrate a commitment to professional ethics, open communication and collaboration, or the responsibility for and participation in communities that reflect cultural and global perspectives.

**Performance Standard 7: Program Progress**

The work of the media specialist results in acceptable and measurable program progress. He or she evaluates the program/plan annually and plans changes that reflect the mission, goals, and objectives of the school and district

The Media Specialist:

- Works with the principal and other stakeholders to provide for continuous improvement through an annual review of the school library program
- Collects and analyzes multiple sources of evidence on an annual basis through staff and student work, interviews, surveys, observations, journals, focus groups, and/or content analysis for each performance area that demonstrate the efficacy and relevance of the school library program
- Publishes an annual evaluation of the school library program and its delivery to include the assessment of goals, timelines, and indicators for each performance, resulting in refined and/or new goals and objectives for new school year

*Standard 7 Rubric*

<b>4 Highly Effective</b>	<b>3 Effective</b> <i>Effective is the expected level of performance.</i>	<b>2 Approaching Effective</b>	<b>1 Ineffective</b>
In addition to meeting the standard, the media specialist's program and its evaluation is shared with the greater community and serves as a model for other librarians.	<b>The media specialist evaluates the program annually and plans changes that reflect the mission, goals, and objectives of the school. In addition, the work of the media specialist results in program progress.</b>	The media specialist conducts an evaluation of his or her library program, but the evaluation is lacking in sufficient data and/or analysis resulting in an inconclusive progress evaluation.	The media specialist does not evaluate the program annually or plan changes that reflect the mission, goals, and objectives of the school and district.

## Performance Standards for Testing Coordinators

### **Performance Standard 1: Professional Knowledge**

The Testing Coordinator demonstrates an understanding of the Virginia Assessment Program by providing appropriate assessment opportunities for diverse student populations.

The Testing Coordinator:

- Has a broad and growing command of the Virginia Assessment Program which assists students in meeting diploma goals
- Stays abreast of current assessment techniques, research, and new remediation/assessment strategies
- Understands and exhibits a working knowledge of various databases and software programs that contain student assessment information
- Collaborates with technology staff regarding maintenance and upgrades of school-based technology
- Understands how students differ in their approaches to learning and is able to create assessment/remediation opportunities to meet individual student needs

### *Standard 1 Rubric*

<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>2</b> <b>Approaching Effective</b>	<b>1</b> <b>Ineffective</b>
In addition to meeting the standard, the Testing Coordinator consistently maintains secure, well-monitored test sessions that meet unique, individual student needs.	<b>The Testing Coordinator demonstrates an understanding of the Virginia Assessment Program by providing appropriate assessment opportunities for diverse student populations.</b>	The Testing Coordinator’s performance exhibits gaps in monitoring and communication with students and staff and does not consistently maintain secure and well-monitored test sessions.	The Testing Coordinator’s performance does not meet the standard as the Testing Coordinator does not schedule test sessions or monitor test sessions appropriately resulting in test security violations/irregularities.

**Performance Standard 2: Knowledge of the Learning Community**

The Testing Coordinator demonstrates respect for and an understanding of students’ cultural and ethnic backgrounds when planning/delivering services

The Testing Coordinator:

- Establishes and maintains a culturally sensitive and supportive environment for service delivery
- Plans for/implements individualized student assessment accommodations
- Promotes equity and equal access for every student
- Demonstrates positive interpersonal relationships with students, staff and parents/guardian
- Displays a knowledge of the unique learning community when scheduling assessment windows and remediation opportunities

*Standard 2 Rubric*

<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>2</b> <b>Approaching Effective</b>	<b>1</b> <b>Ineffective</b>
In addition to meeting the standard, the Testing Coordinator consistently seeks new ways to support students’ unique needs.	<b>The Testing Coordinator identifies and addresses the needs of the target learning community by demonstrating respect for individual differences, levels of experience, safety, and understanding of cultures, backgrounds and developmental needs.</b>	The Testing Coordinator requires on-going support creating culturally sensitive relationships with staff and students and selecting appropriate assessment/remediation opportunities.	The Testing Coordinator’s performance does not meet the standard as the Testing Coordinator does not engage in positive interpersonal relationships, demonstrate cultural sensitivity or implement individualized assessment accommodations.

**Performance Standard 3: Program Planning and Management**

The Testing Coordinator effectively plans and coordinates assessment programs, remediation opportunities and staff development, consistent with state and local guidelines, policies, and procedures.

The Testing Coordinator:

- Provides comprehensive and effective test administration, including master scheduling and school and community-wide communication
- Schedules and supervises remediation opportunities
- Plans and delivers staff development
- Critically reviews assessment training, test administration, remediation opportunities and use of school resources to increase efficiency
- Serves as a liaison between parents, students and school staff in all assessment matters

*Standard 3 Rubric*

<b>4 Highly Effective</b>	<b>3 Effective</b> <i>Effective is the expected level of performance.</i>	<b>2 Approaching Effective</b>	<b>1 Ineffective</b>
In addition to meeting the standard, the Testing Coordinator consistently improves the quality of examiner training and the efficient use of school resources.	<b>The Testing Coordinator effectively plans and coordinates assessment programs, remediation opportunities and staff development, consistent with state and local guidelines, policies, and procedures.</b>	The Testing Coordinator requires assistance to meet the standard by inconsistently completing the specific requirements of the testing program.	The Testing Coordinator's performance does not meet the standard as the Testing Coordinator fails to manage the testing program and its components

**Performance Standard 4: Program Services Delivery**

The Testing Coordinator uses knowledge and skills to implement assessment/remediation services and assist with data analysis to guide professional practices and measure program progress.

The Testing Coordinator:

- Provides assessment/remediation opportunities within state and local windows, following state and local guidelines
- Schedules appropriate staffing to provide a safe and secure assessment environment
- Provides individualized assessment accommodations to students per their IEP/504/LEP Plan
- Compiles data for school-based teams to guide instruction and remediation
- Uses data (score reports) to assist students in setting goals and monitoring progress

*Standard 4 Rubric*

<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>2</b> <b>Approaching Effective</b>	<b>1</b> <b>Ineffective</b>
In addition to meeting the standard, the Testing Coordinator independently provides data to school-based teams, providing a moderate level of analysis that results in increased learner outcomes.	<b>The Testing Coordinator uses knowledge and skills to implement assessment/remediation services and assist with data analysis to guide professional practices and measure program progress.</b>	The Testing Coordinator requires assistance scheduling assessment/remediation opportunities and is directed which data to provide to school-based teams.	The Testing Coordinator's performance does not meet the standard as the Testing Coordinator does not schedule assessment remediation opportunities and is unable to provide assessment data.

**Performance Standard 5: Collaboration and Communication**

The Testing Coordinator collaborates and communicates openly with faculty/staff members in an effort to provide appropriate and accurate testing services to all students.

The Testing Coordinator:

- Identifies and manages available resources to support staff and student needs
- Compiles data for school-based teams to guide instruction and remediation
- Uses data (score reports) to assist students in setting goals and monitoring progress
- Works well with parents when discussing the assessment needs of students
- Maintains the assessment products and services appropriately

*Standard 5 Rubric*

<b>4 Highly Effective</b>	<b>3 Effective</b> <i>Effective is the expected level of performance.</i>	<b>2 Approaching Effective</b>	<b>1 Ineffective</b>
In addition to meeting the standard, the Testing Coordinator works proactively with the technology staff, counseling staff, and special education personnel to ensure successful and seamless assessment windows.	<p><b>The Testing Coordinator collaborates and communicates openly with faculty/staff members in an effort to provide appropriate and accurate testing services to all students.</b></p>	The Testing Coordinator inconsistently communicates the assessment needs of students to the appropriate faculty/staff members and requires assistance using and maintaining assessment products and services.	The Testing Coordinator’s performance does not meet the standard as the Testing Coordinator does not communicate or work appropriately with faculty groups and is unable to use assessment products and services even with assistance.

**Performance Standard 6: Professionalism**

The Testing Coordinator maintains a commitment to professional ethics, taking responsibility for and participating in professional growth that results in enhanced student learning.

The Testing Coordinator:

- Adheres to local, federal and state guidelines in accordance with school board policies and procedures
- Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance)
- Respects and maintains student confidentiality, following a professional code of ethics
- Participates in school-based activities, such as professional learning communities, co curricular sponsorship, school improvement efforts and/or membership in professional organizations
- Mentors, trains and/or supports colleagues in professional growth opportunities

*Standard 6 Rubric*

<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>2</b> <b>Approaching Effective</b>	<b>1</b> <b>Ineffective</b>
In addition to meeting the standard, the Testing Coordinator seeks opportunities to contribute to local, state and federal assessment procedures. The Testing Coordinator's exhibits professional behavior which is used as a model for new Testing Coordinators.	<b>The Testing Coordinator maintains a commitment to professional ethics taking responsibility for and participating in professional growth that results in enhanced learning.</b>	The Testing Coordinator inconsistently demonstrates professional behavior, with occasional lapses in punctuality, attendance and/or appearance/demeanor.	The Testing Coordinator's performance does not meet the standard as the Testing Coordinator does not display professional behavior, complete assigned duties or follow local, federal and state guidelines, resulting in confidentiality breaches and a failure to deliver professional services.

**Performance Standard 7: Learner Program/Progress**

The work of the Testing Coordinator results in acceptable and measurable learner and/or program progress based on established standards, division goals, and/or school goals.

The Testing Coordinator:

- Seeks to assess the strengths and weaknesses of content delivery as it relates to assessment performance through data collection, observations, collaborations with school staff, students and/or parent contacts
- Uses available assessment data/performance outcome data to regularly document and communicate student progress and its impact on instructional programming
- Identifies and establishes additional means of support and/or resources to increase program progress
- Meets individually with students periodically to discuss diploma options and assessment needs
- Participates in and/or consults on Individual Education Plan (IEP), Limited English Proficiency Plan (LEP) and/or 504 Plan meetings regarding assessment accommodations and alternatives

*Standard 7 Rubric*

<b>4 Highly Effective</b>	<b>3 Effective</b> <i>Effective is the expected level of performance.</i>	<b>2 Approaching Effective</b>	<b>1 Ineffective</b>
In addition to meeting the standard, the Testing Coordinator reviews collected data and identifies/implements more efficient and accurate resources/practices that increase program progress.	<b>The work of the Testing Coordinator results in acceptable and measurable learner and/or program progress based on established standards, division goals, and/or school goals.</b>	The Testing Coordinator does not meet all of the standards, requiring on-going support with monitoring program progress and identifying needed resources.	The Testing Coordinator's performance does not meet the standard as the Testing Coordinator does not set or work toward goals which would increase program progress.

## Performance Standards for Instructional Facilitators, Technology

### **Performance Standard 1: Professional Knowledge**

The Instructional Facilitator, Technology (IFT) demonstrates an understanding of curriculum, content and other resources, differentiated instructional strategies, and the skill sets related to his or her position. The IFT is continuously deepening his or her knowledge and expertise.

The Instructional Facilitator, Technology:

- Engages in continual learning to deepen content and pedagogical knowledge related to technology integration and current and emerging technologies necessary to effectively implement the *ISTE Standards for Students and Teachers (Continual Learning)*
- Engages in continual learning to deepen professional knowledge, skills, and dispositions in organizational change and leadership, project management, and adult learning to improve professional practice (*Reflection*)
- Regularly self-evaluates and reflects on professional practice and dispositions to improve and strengthen one's ability to effectively model and facilitate technology-infused learning experiences (*Self-Evaluation*)

### *Standard 1 Rubric*

<b>4 Highly Effective</b>	<b>3 Effective</b> <i>Effective is the expected level of performance.</i>	<b>2 Approaching Effective</b>	<b>1 Ineffective</b>
In addition to meeting the standard, the IFT consistently demonstrates extensive knowledge and expertise of the subject by creating and sharing new knowledge and content to a wider community of learners.	<b>The IFT demonstrates an understanding of curriculum, content and other resources, differentiated instructional strategies, and the skill sets as indicated in the Learning Forward and ISTE standards related to his or her position. The IFT is aware of his/her strengths and weaknesses and is continuously deepening his or her knowledge and expertise.</b>	The IFT does not consistently demonstrate an understanding of curriculum, content and other resources, differentiated instructional strategies, and the skill sets related to his or her position. The IFT does not self-assess or seek opportunities to deepen his or her knowledge and expertise.	The IFT does not demonstrate an understanding of curriculum, content and other resources, differentiated instructional strategies, and/or the skill sets related to his or her position. The IFT does not self-assess or seek to add to his or her knowledge and expertise.

**Performance Standard 2: Assessment of Needs**

In collaboration with other stakeholders, the IFT gathers, analyzes, and uses data to determine student and teacher needs, guide professional practices, provide timely feedback to the target learning community, and inform program/plan development.

The Instructional Facilitator, Technology:

- Conduct needs-assessments regarding the School Improvement Plan (SIP), district initiatives, and staff and student end users to inform the content and delivery of technology-infused professional learning programs that result in a positive impact on student learning (Needs Assessment)

*Standard 2 Rubric*

<b>4 Highly Effective</b>	<b>3 Effective</b> <i>Effective is the expected level of performance.</i>	<b>2 Approaching Effective</b>	<b>1 Ineffective</b>
In addition to meeting the standard, the IFT engages in collaboration that supports improved student learning at the district, state, and/or international level.	<b>In collaboration with other stakeholders, the IFT gathers, analyzes, and uses data to determine student and teacher needs, guide professional practices, provide timely feedback to the target learning community, and inform technology plan development.</b>	The IFT does not consistently collaborate with other stakeholders, to gather, analyze and use data to determine student and teacher needs, guide professional practices, provide timely feedback to the target learning community, and inform technology plan development.	The IFT does not collaborate with other stakeholders, to gather, analyze and use data.

**Performance Standard 3: Learning Environments**

The Instructional Facilitator, Technology collaborates with other professionals to create and support new and existing learning environments—physical and virtual—which enhance the learning of all students.

The Instructional Facilitator, Technology:

- Maintains and manages a variety of digital tools - hardware and software - and content resources for teacher and student use in technology-rich learning environments (*Managing Digital Tools and Resources*)
- Coaches teachers in and models use of effective classroom management - face-to-face and virtual - and collaborative learning strategies to maximize teacher and student use of digital tools and resources and access to technology-rich learning environments (*Classroom Management & Collaborative Learning*)
- Coaches teachers in and models use of online and blended learning, digital content, and collaborative learning networks to support and extend student learning as well as expand opportunities and choices for online professional development for teachers and administrators (*Online and Blended Learning*)
- Collaborates with teachers and district and school administrators to select and evaluate digital tools and resources that enhance teaching and learning and are compatible with the school technology infrastructure (*Selecting and Evaluating Digital Tools & Resources*)
- Models the use of digital communication and collaboration tools to communicate locally and globally with students, parents, peers, and other communities (*Communication and Collaboration*)

*Standard 3 Rubric*

4 Highly Effective	3 Effective <i>Effective is the expected level of performance.</i>	2 Approaching Effective	1 Ineffective
In addition to meeting the standard, the <i>IFT</i> actively engages in practices that support learning environments that are utilized as a model throughout the district and/or global community.	<b>The IFT collaborates with other professionals to create and support existing and new learning environments— physical and virtual—which enhance the learning of all students.</b>	The IFT identifies and manages existing collaborative learning environments— physical and virtual— that enhance the learning of all students.	The IFT fails to manage existing learning environments— physical and virtual—that enhance the learning of all students.

**Performance Standard 4: Plan Development**

The Instructional Facilitator, Technology develops a comprehensive plan consistent with established standards, guidelines, policies, and procedures that align with school improvement goals and the needs of the target learning community

The Instructional Facilitator, Technology:

- Contributes to the development, communication, and implementation of a shared vision for the comprehensive use of technology to support a digital-age education for all students (*Shared Vision*)
- Works with school administrators, to develop and publish annually a school technology plan that is based on the LCPS Technology Plan Guide, reflects the school’s shared vision, and includes goals, timelines, and indicators (*Develop a Technology Plan*)
- Contributes to the planning, development, and communication of the technology-infused strategic plans at the school to include the school’s library plan (*Strategic Planning*)
- Advocates for policies, procedures, programs, and funding strategies to support implementation of the shared vision represented in the school and district technology plans and guidelines (*Policies, Procedures, Programs, and Funding*)

*Standard 4 Rubric*

<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>2</b> <b>Approaching Effective</b>	<b>1</b> <b>Ineffective</b>
In addition to meeting the standard, the IFT works with other professionals to contribute to a district, state, or national technology plan.	<b>The IFT develops a comprehensive technology plan consistent with established standards, guidelines, policies, and procedures that aligns with school improvement goals and the needs of the target learning community.</b>	The IFT develops a technology plan that is not aligned with established standards, guidelines, policies, and procedures; nor is it aligned with school improvement goals and the needs of the target learning community.	The IFT does not develop a technology plan based on established standards, guidelines, policies, and procedures that aligns with school improvement goals and the needs of the target learning community.

### **Performance Standard 5: Plan Service Delivery**

In implementing the program/plan, the Instructional Facilitator, Technology demonstrates dispositions, knowledge, and skills in content, pedagogy and specialized areas related to his or her position to the entire learning community.

The Instructional Facilitator, Technology:

- Communicates and collaborates with the Department of Digital Innovation (DDI) to troubleshoot basic software, hardware, and connectivity problems common in digital learning environments (*Basic Troubleshooting*)
- Models and promotes strategies for achieving equitable access to digital tools and resources and technology-related best practices for all students and teachers (*Digital Equity*)
- Works with school librarian(s) to implement strategies for initiating and sustaining technology innovations and manage the change process in schools and classrooms (*Diffusion of Innovations and Change*)
- Coaches teachers in and models best practices in instructional design and implementation of technology-infused learning experiences (*Content Standards, Technology Standards, and Instructional Design*)
- Coaches teachers in and models design and implementation of technology-infused learning experiences using a variety of research-based, learner-centered, differentiated instructional strategies and assessment tools to include adjusting content, process, product, and learning environment based upon student readiness levels, learning styles, interests, and personal goals (*Research-Based Learner-Centered Strategies*)
- Coaches teachers in and models engagement of students in local and global interdisciplinary units in which technology helps students assume professional roles, research real-world problems, collaborate with others, and produce products that are meaningful and useful to a wide audience (*Authentic Learning*)
- Coaches teachers in and models design and implementation of technology-infused learning experiences emphasizing creativity, higher-order thinking skills and processes, and mental habits of mind (*Higher-Order Thinking Skills*)
- Coaches teachers in and models effective use of technology tools and resources to continuously assess student learning and technology literacy by applying a rich variety of formative and summative assessments aligned with content and student technology standards (*Assessment*)
- Coaches teachers in and models effective use of technology tools and resources to systematically collect and analyze student achievement data, interpret results, and communicate findings to improve instructional practice and maximize student learning (*Data Analysis*)
- Designs, develops, and implements technology-rich professional learning programs that incorporates Learning Forward's Standards for Professional Learning, model principles of adult learning and promote digital-age best practices in teaching, learning, and assessment (*Professional Learning*).
- In collaboration with the librarian and other teachers, provides direct instruction to students (*Co-teaching*)

Standard 5 Rubric

<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>2</b> <b>Approaching Effective</b>	<b>1</b> <b>Ineffective</b>
<p>In addition to meeting the standard the IFT serves as an instructional technology coach and leader for other district IFTs and educational leaders.  AND  The IFT is seen as a district resource and contributes to best practices and documentation related to troubleshooting software, hardware, and connectivity problems common in digital learning environments.</p>	<p><b>In implementing the plan, the IFT demonstrates dispositions, knowledge, and skills in content, pedagogy and specialized areas related to his or her position to the entire learning community.</b>  <b>AND</b>  <b>The IFT effectively troubleshoots and communicates basic software, hardware, and connectivity problems common in digital learning environments.</b></p>	<p>In implementing the plan, the IFT inconsistently demonstrates dispositions, knowledge, and skills in content, pedagogy and specialized areas related to his or her position to the entire learning community.  AND  The IFT inconsistently troubleshoots and communicates basic software, hardware, and connectivity problems common in digital learning environments.</p>	<p>In implementing the plan, the IFT demonstrates limited dispositions, knowledge, and skills in content, pedagogy and specialized areas related to his or her position to the entire learning community.  AND  The IFT demonstrates limited ability to troubleshoot and communicates basic software, hardware, and connectivity problems common in digital learning environments.</p>

**Performance Standard 6: Professionalism**

The Instructional Facilitator, Technology maintains a commitment to professional ethics, open communication and collaboration, and the responsibility for and participation in communities that reflect cultural and global perspectives.

The Instructional Facilitator, Technology

- Models and facilitates safe, healthy, legal, and ethical uses of digital information and technologies consistent with school and district policy so as to promote responsible, lifelong digital citizenship (*Safe, Healthy, Legal and Ethical*)
- Models and promotes diversity, cultural understanding, and global awareness by using digital age communication and collaboration tools to interact locally and globally with students, peers, parents, and the larger community (*Diversity, Cultural Understanding & Global Awareness*)
- Adheres to federal and state laws and School Board policies
- Sets a good example by exhibiting appropriate dress, demeanor and behavior as well as correct oral and written expression

*Standard 6 Rubric*

<b>4 Highly Effective</b>	<b>3 Effective</b> <i>Effective is the expected level of performance.</i>	<b>2 Approaching Effective</b>	<b>1 Ineffective</b>
In addition to meeting the standard, the IFT is perceived as a leader and role model in terms of professionalism of others in the district and or the community.	<b>The IFT maintains a commitment to professional ethics, open communication and collaboration, and the responsibility for and participation in communities that reflect cultural and global perspectives.</b>	The IFT inconsistently demonstrates understanding of foundational concepts related to digital equity, safe, healthy, legal and ethical use, or diversity, cultural understanding, and global awareness.	The IFT demonstrates limited understanding of foundational concepts related to digital equity, safe, healthy, legal and ethical use, or diversity, cultural understanding, and global awareness.

**Performance Standard 7: Program/Plan Progress**

The work of the Instructional Facilitator, Technology results in acceptable and measurable program progress. He or she evaluates the program/plan annually and makes changes that reflect the mission, goals, and objectives of the school and district.

The Instructional Facilitator, Technology:

- Works with the principal and other stakeholders, providing for continuous improvement through an annual review of the school technology plan for the coming year
- Collects and analyzes multiple sources of evidence on an annual basis through staff and student work, interviews, surveys, observations, journals, focus groups, and/or content analysis for each performance area that demonstrate the efficacy and relevance of the instructional technology plan
- Publishes an annual evaluation of the school technology plan and its delivery to include the assessment of goals, timelines, and indicators for each performance area resulting in refined and/or new goals and objectives

*Standard 7 Rubric*

<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>2</b> <b>Approaching Effective</b>	<b>1</b> <b>Ineffective</b>
In addition to meeting the standard, the IFT’s technology plan and its evaluation is shared with the greater community and serves as a model for other schools.	<b>The IFT evaluates the program annually and plans changes that reflect the mission, goals, and objectives of the school. In addition, the work of the IFT results in program progress.</b>	The IFT conducts an evaluation of his or her instructional technology plan, but the evaluation is lacking in sufficient data and/or analysis resulting in an inconclusive progress evaluation.	The IFT does not annually conduct an evaluation of his or her instructional technology plan or plan changes that reflect the mission, goals, and objectives of the school and district.

## Performance Standards for School Social Workers

### **Performance Standard 1: Knowledge of Learning Environment**

The school social worker identifies and addresses the needs of the target learning community by demonstrating respect for individual differences, levels of experience, safety, and an understanding of cultures, backgrounds and learning needs.

The Social Worker:

- Provides services that build students' individual strengths and offers students maximum opportunity to participate in planning and directing their own learning experience
- Recognizes and respects the worth and individuality of each person and encourages this belief in others
- Creates an atmosphere for all students that is inviting, supportive, inclusive, and flexible. Identifies and recognizes the need to model culturally and age appropriate behavior that leads to positive and nurturing relationships
- Demonstrates knowledge of district administrative policies and seeks clarification if necessary

### *Standard 1 Rubric*

4 Highly Effective	3 Effective <i>Effective is the expected level of performance.</i>	2 Approaching Effective	1 Ineffective
In addition to meeting the standard, the school social worker consistently demonstrates an exemplary ability to identify and address needs specifically based on individual differences, safety and an understanding of cultures, backgrounds and learning needs.	<b>The school social worker identifies and addresses the needs of the target learning community by demonstrating respect for individual differences, levels of experience, safety, and an understanding of cultures, backgrounds and learning needs.</b>	The school social worker inconsistently demonstrates the ability to address the needs of the target learning community and has some difficulty working with individual differences, levels of experience, safety, culture and learning needs.	The school social worker inadequately addresses the needs of the target learning community and lacks understanding of differences, cultures, backgrounds and learning needs resulting in poor outcomes for the learning community.

**Performance Standard 2: Program Planning and Management**

The school social worker effectively plans and coordinates instructional programs and support services which are consistent with established guidelines, policies, and procedures.

The Social Worker:

- Develops and implements prevention and intervention plans that enable students to overcome barriers to learning
- Collaborates with colleagues, school teams, families and community to assist students in developing short and long term goals to meet individual student’s unique needs
- Consults and collaborates with school personnel and community providers to develop resources for student learning that promotes a community of academic success

*Standard 2 Rubric*

<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>2</b> <b>Approaching Effective</b>	<b>1</b> <b>Ineffective</b>
In addition to meeting the standard, the school social worker consistently plans and coordinates innovative instructional programs and support services in addition to readily sharing ideas/resources with other professionals.	<b>The school social worker effectively plans and coordinates instructional programs and support services which are consistent with established guidelines, policies, and procedures.</b>	The school social worker demonstrates an inconsistent ability to effectively plan and coordinate services within established guidelines, policies and procedures.	The school social worker does not plan services, or plans services without adequately using the resources identified through guidelines, policies and procedures.

**Performance Standard 3: Assessment**

The school social worker gathers, analyzes, and uses data to determine teacher or student needs, to guide supportive practices, to measure program progress, and to provide timely feedback to the target learning community.

The Social Worker:

- Collects relevant data to assist in the planning, management, and evaluation of school social work services
- Uses student data and knowledge of school culture to develop intervention plans that establish priorities based on individual and group needs
- Uses observation, pre/post testing and program evaluation to assess student progress on short and long-term goals
- Completes comprehensive socio-cultural assessments with parents to assist in determining academic and developmentally appropriate services for students

*Standard 3 Rubric*

<b>4 Highly Effective</b>	<b>3 Effective</b> <i>Effective is the expected level of performance.</i>	<b>2 Approaching Effective</b>	<b>1 Ineffective</b>
In addition to meeting the standard, the school social worker actively seeks and uses alternative data and resources while consistently differentiating program services to meet the needs of all students based on timely feedback.	<b>The school social worker gathers, analyzes, and uses data to determine teacher or student needs, to guide supportive practices, to measure program progress, and to provide timely feedback to the target learning community.</b>	The school social worker is seldom able to gather, analyze and use data to effectively determine teacher/student needs and inconsistently uses minimal data to provide timely feedback.	The school social worker lacks the ability to adequately gather and analyze data and rarely uses data to measure program progress.

**Performance Standard 4: Program Delivery**

The school social worker uses knowledge of and skills related to the field to implement services and support for the target learning community consistent with established standards, requirements, and guidelines.

The Social Worker:

- Demonstrates social work theories and strategies through individual and group supportive counseling
- Selects and applies the most appropriate methods of intervention to enhance students' educational experience
- Effectively collaborates with parents, teachers, administrators, colleagues and community members to promote success for every student
- Demonstrates an understanding of the continuum of mental health services, including prevention and intervention strategies to enhance student success
- Exhibits empathy in interpersonal relationships, is positive and professional in relations with others, and contributes to the team effort
- Models and teaches behavior that leads to positive and nurturing relationships

*Standard 4 Rubric*

4 Highly Effective	3 Effective <i>Effective is the expected level of performance.</i>	2 Approaching Effective	1 Ineffective
In addition to the standard, the school social worker empowers students and/or families by providing support in developing goals, identifying strengths, providing follow-up and differentiating appropriate resources to maximize student success.	<b>The school social worker uses knowledge of and skills related to implement services and support for the target learning community consistent with established standards, requirements and guidelines.</b>	The school social worker possesses limited knowledge and skills to implement services resulting in limited support for the target community.	The school social worker lacks the knowledge and skills to appropriately implement services and support the target community.

**Performance Standard 5: Communication and Collaboration**

The school social worker communicates and collaborates effectively in a positive and respectful manner with students, teachers, administrators, and other education specialists in order to support and enhance program and/or student progress.

The Social Worker:

- Establishes and maintains relationships with community-based programs and services that enhance school social work services and coordinate appropriate involvement
- Communicates with parents and appropriate agencies to assess student’s needs and coordinate services
- Follows established communication channels
- Demonstrates trust, open communication, mutual respect, ongoing collaboration and effective coordination to facilitate the achievement of interdisciplinary team objectives
- Makes appropriate referrals to resources within the school and/or community
- Articulates the Pupil Services’ programming to the entire school community: students, parents, and staff

*Standard 5 Rubric*

<b>4 Highly Effective</b>	<b>3 Effective</b> <i>Effective is the expected level of performance.</i>	<b>2 Approaching Effective</b>	<b>1 Ineffective</b>
In addition to the standard, the school social worker initiates and guides communication and collaboration with students and school personnel to actively advocate for student needs, develop interventions and engage others in the problem-solving process to ensure the effectiveness of programs and services.	<b>The school social worker communicates and collaborates effectively in a positive and respectful manner with students, teachers, administrators, and other education specialists in order to support and enhance program and/or student progress.</b>	The school social worker demonstrates inadequate communication and collaboration skills resulting in limited contributions to program/student progress.	The school social worker lacks the ability to communicate and/or collaborate effectively resulting in poor outcomes for program progress and student achievement.

**Performance Standard 6: Professionalism**

The school social worker maintains a commitment to professional ethics, exhibits professionalism when working with students, teachers, parents/guardians, administrators and other colleagues and participates in professional growth opportunities that result in enhanced program services to support student learning.

The Social Worker:

- Maintains confidentiality as guided by various local, state and federal mandates as well as the ethical standards of NASW
- Organizes time, resources and workload in order to meet responsibilities and deadlines
- Maintains a workable schedule and arrives promptly for appointments
- Prepares and submits reports in a skillful, accurate, understandable and timely manner
- Maintains appropriate case records and documentation
- Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance)

*Standard 6 Rubric*

4 Highly Effective	3 Effective <i>Effective is the expected level of performance.</i>	2 Approaching Effective	1 Ineffective
The school social worker consistently models a strong commitment to professional ethics, actively seeks opportunities for professional development and shares knowledge with other professionals.	<b>The school social worker maintains a commitment to professional ethics, exhibits professionalism when working with students, teachers, parents/guardians, administrators and other colleagues and participates in professional growth opportunities that result in enhanced program services to support student learning.</b>	The school social worker inconsistently demonstrates a commitment to professional ethics and demonstrates a lack of interest in participating in opportunities for professional development.	The school social worker lacks commitment to or understanding of professional ethics and rarely participates in opportunities for professional development.

**Performance Standard 7: Learner/Program Progress**

The work of the school social worker results in acceptable and measurable learner and/or program progress based on established standards, division goals, and/or school board goals.

The Social Worker:

- Utilizes multiple data sources to assess needs, plan, and implement interventions
- Formulates culturally competent school wide program goals, as well as, behavioral/emotional/social small group and individual goals to promote overall academic achievement
- Monitors evidence-based interventions, strategies, and practices specific to the identified need by determining a baseline measure from which to determine a measurable outcome, including the allocation of an appropriate amount of time in which to achieve the identified goal
- Utilizes outcome data to adjust goals and/or interventions and provides information to other professional involved in the goal achievement

*Standard 7 Rubric*

<b>4 Highly Effective</b>	<b>3 Effective</b> <i>Effective is the expected level of performance.</i>	<b>2 Approaching Effective</b>	<b>1 Ineffective</b>
In addition to meeting the standard, the school social worker's intervention results in exceptional progress for the learner by differentiating appropriate resources to maximize student achievement and consistently contributes to overall program progress and service delivery while taking a leadership role, as appropriate.	<b>The work of the school social worker results in acceptable and measurable learner and/or program progress based on established standards, division goals, and/or school board goals.</b>	The work of the school social worker results in inconsistent progress for the learner and seldom contributes to overall program progress and service delivery.	The school social worker's interventions seldom meet the needs of the learner and rarely contribute to program progress.

## Performance Standards for Psychologists

### **Performance Standard 1: Professional Knowledge**

The Psychologist demonstrates professional knowledge in order to provide supports and services to students, teachers, and parents

The Psychologist:

- Uses knowledge of theory and research on best practices within the field of school psychology to inform educational decisions
- Applies knowledge of cognitive, academic, social-emotional, and physical development of children and adolescents to his or her work
- Demonstrates an understanding of cultural, ethnic, and linguistic diversity to assist in the delivery of services
- Follows federal and state laws, school policies and procedures, and ethical principles in the delivery of services
- Participates in professional growth activities and incorporates learning into professional practice

### *Standard 1 Rubric*

<b>4 Highly Effective</b>	<b>3 Effective</b> <i>Effective is the expected level of performance.</i>	<b>2 Approaching Effective</b>	<b>1 Ineffective</b>
The Psychologist demonstrates a highly sophisticated degree of professional knowledge in order to provide supports and services to students, teachers, and parents, thus serving as a role model/leader in the profession.	<b>The Psychologist demonstrates professional knowledge in order to provide supports and services to students, teachers, and parents.</b>	The Psychologist demonstrates an inconsistent level of professional knowledge in order to provide supports and services to students, teachers, and parents.	The Psychologist demonstrates an inadequate level of professional knowledge in order to provide supports and services to students, teachers, and parents.

**Performance Standard 2: Direct Services**

The Psychologist supports students, teachers, and parents and provides necessary interventions to students to promote learning and growth.

The Psychologist:

- Provides and models a variety of instructional strategies and interventions to support student achievement
- Coaches, trains, and supports school staff and teams in identifying, intervening, and monitoring at-risk students
- Uses technology, materials, and other resources as appropriate to deliver services and programs

*Standard 2 Rubric*

<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>2</b> <b>Approaching Effective</b>	<b>1</b> <b>Ineffective</b>
The Psychologist is highly sophisticated in all aspects of direct service delivery, thus serving as a role model/leader in the field.	<b>The Psychologist supports students, teachers, and parents and provides necessary interventions to students to promote learning and growth.</b>	The Psychologist is inconsistently effective in direct service delivery.	The Psychologist is ineffective in direct service delivery.

**Performance Standard 3: Assessment**

The Psychologist gathers, analyzes, and uses assessment data effectively to make decisions.

The Psychologist:

- Plans and selects a variety of assessment procedures and tests to thoroughly answer referral questions based on comprehensive reviews of available information
- Administers and scores assessment and tests accurately
- Interprets assessment results and findings correctly
- Integrates assessment findings with other known information to draw conclusions and reconcile inconsistencies

*Standard 3 Rubric*

<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>2</b> <b>Approaching Effective</b>	<b>1</b> <b>Ineffective</b>
The Psychologist is highly sophisticated in gathering, analyzing, and using assessment data to make decisions.	<b>The Psychologist gathers, analyzes, and uses assessment data effectively to make decisions.</b>	The Psychologist is inconsistently effective in gathering, analyzing, and using assessment data to make decisions.	The Psychologist is ineffective in gathering, analyzing, and using assessment data to make decisions.

**Performance Standard 4: Communication**

The Psychologist communicates accurate and educationally-relevant information to parents, teachers, and other school professionals.

The Psychologist:

- Writes comprehensive and informative evaluation reports for a variety of audiences, such as parents, teachers, and other professionals
- Presents findings in a prioritized and integrated manner that is easy for audience members to follow
- Responds to questions by team members with accuracy and clarity
- Recognizes and acts upon opportunities to influence decision making and is effective in presenting his/her perspective

*Standard 4 Rubric*

<b>4 Highly Effective</b>	<b>3 Effective</b> <i>Effective is the expected level of performance.</i>	<b>2 Approaching Effective</b>	<b>1 Ineffective</b>
The Psychologist is highly sophisticated and articulate in communicating accurate, educationally relevant information to parents, teachers, and other school professionals, thus serving as a role model/leader in the profession.	<b>The Psychologist effectively communicates accurate and educationally relevant information to parents, teachers, and other school professionals.</b>	The Psychologist is inconsistent in communicating accurate, educationally relevant information to parents, teachers, and other school professionals.	The Psychologist is inadequate in communicating accurate, educationally relevant information to parents, teachers and other school professionals.

**Performance Standard 5: Consultation and Collaboration**

The Psychologist consults and collaborates effectively with others to promote student learning.

The Psychologist:

- Identifies and analyzes problems in order to plan and develop interventions and evaluate their effectiveness
- Consults and collaborates on school-based teams to effect change at the individual, groups, classroom, school, and district levels
- Offers individualized recommendations to teachers and parents to meet the needs of students based on relevant data

*Standard 5 Rubric*

4 Highly Effective	3 Effective <i>Effective is the expected level of performance.</i>	2 Approaching Effective	1 Ineffective
The Psychologist demonstrates highly sophisticated consultation and collaboration skills when working with others to promote student learning, thus serving as a role model/leader in the profession.	<b>The Psychologist consults and collaborates effectively with others to promote student learning.</b>	The Psychologist demonstrates inconsistent consultation and collaboration skills when working with others to promote student learning.	The Psychologist demonstrates ineffective consultation and collaboration skills when working with others to promote student learning.

**Performance Standard 6: Professionalism**

The Psychologist demonstrates effective professional behavior.

The Psychologist:

- Demonstrates initiative and follow through
- Accepts professional feedback to improve practices
- Attends assigned meetings and demonstrates effective scheduling and time management skills, including meeting office deadlines
- Exhibits positive and professional relationships with others, including the tone and style of communication
- Maintains positive professional behavior (e.g. appearance, demeanor, punctuality)
- Follows the professional code of ethics (e.g. maintenance of confidentiality and accurate record keeping)

*Standard 6 Rubric*

<b>4 Highly Effective</b>	<b>3 Effective</b> <i>Effective is the expected level of performance.</i>	<b>2 Approaching Effective</b>	<b>1 Ineffective</b>
The Psychologist demonstrates highly sophisticated professional behavior, thus serving as a role model/leader in the profession.	<b>The Psychologist demonstrates effective professional behavior.</b>	The Psychologist demonstrates inconsistent professional behavior.	The Psychologist demonstrates inadequate professional behavior.

**Performance Standard 7: Data Driven Decision Making for Student Progress**

The work of the Psychologist promotes measurable and appropriate student educational, behavioral, and emotional progress.

The Professional Psychologist:

- Uses multiple sources data to help instructional staff set appropriate norm-based or criterion-based student goals
- Uses and conducts both formal and informal assessments and makes practical recommendations based on those findings to facilitate student performance goals
- Helps team members use data to match intervention and accommodation options with student needs

*Standard 7 Rubric*

<b>4 Highly Effective</b>	<b>3 Effective</b> <i>Effective is the expected level of performance.</i>	<b>2 Approaching Effective</b>	<b>1 Ineffective</b>
The Psychologist is highly sophisticated in promoting measurable and appropriate student educational, behavioral, and emotional progress, thus serving as a role model/leader in the profession.	<b>The work of the Psychologist promotes measurable and appropriate student educational, behavioral, and emotional progress.</b>	The Psychologist is inconsistent in promoting measurable and appropriate student educational, behavioral, and emotional progress.	The Psychologist is ineffective in promoting measurable and appropriate student educational, behavioral, and emotional progress.

## Performance Standards for Educational Diagnosticians

### **Performance Standard 1: Professional Knowledge**

The Diagnostician demonstrates professional knowledge in order to provide supports and services to students, teachers, and parents.

The Diagnostician:

- Uses knowledge of theory and research on assessment, instructional practices, and the curriculum to inform educational decisions
- Applies knowledge of cognitive, academic, social-emotional, and physical development of children and adolescents to his or her work
- Demonstrates an understanding of cultural, ethnic, and linguistic diversity to assist in the delivery of services
- Follows federal and state laws, school policies and procedures, and ethical principles in the delivery of services
- Participates in professional growth activities and incorporates learning into professional practice

### *Standard 1 Rubric*

<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>2</b> <b>Approaching Effective</b>	<b>1</b> <b>Ineffective</b>
The Diagnostician demonstrates a highly sophisticated degree of professional knowledge in order to provide supports and services to students, teachers, and parents, thus serving as a role model/leader in the profession.	<b>The Diagnostician effectively demonstrates professional knowledge in order to provide supports and services to students, teachers, and parents.</b>	The Diagnostician demonstrates an inconsistent level of professional knowledge in order to provide supports and services to students, teachers, and parents.	The Diagnostician demonstrates an inadequate level of professional knowledge in order to provide supports and services to students, teachers, and parents.

**Performance Standard 2: Direct Services**

The Diagnostician supports students, teachers, and parents, and provides necessary interventions to students to promote learning and growth.

The Diagnostician:

- Provides and models a variety of strategies and interventions to support student achievement
- Coaches, trains, and supports school staff and teams in identifying, intervening, and monitoring at-risk students
- Uses technology, materials, and other resources as appropriate to deliver services and programs

*Standard 2 Rubric*

<b>4 Highly Effective</b>	<b>3 Effective</b> <i>Effective is the expected level of performance.</i>	<b>2 Approaching Effective</b>	<b>1 Ineffective</b>
The Diagnostician provides highly sophisticated supports to students, teachers, and parents and provides the highest quality of interventions to students to promote learning and growth, thus serving as a role model/leader in the profession.	<b>The Diagnostician effectively supports students, teachers, and parents, and provides necessary interventions to students to promote learning and growth.</b>	The Diagnostician inconsistently supports students, teachers, and parents or inconsistently provides necessary interventions to students to promote learning and growth.	The Diagnostician does not support students, teachers, and parents, and fails to provide necessary interventions to students to promote student learning.

**Performance Standard 3: Assessment**

The Diagnostician supports students, teachers, and parents, and provides necessary interventions to students to promote learning and growth.

The Diagnostician:

- Plans and selects a variety of assessment procedures and tests to thoroughly answer referral questions based on comprehensive reviews of available information
- Administers and scores assessments and tests accurately
- Interprets assessment results and findings correctly
- Integrates assessment findings with other known information to draw conclusions and reconcile inconsistencies

*Standard 3 Rubric*

4 Highly Effective	3 Effective <i>Effective is the expected level of performance.</i>	2 Approaching Effective	1 Ineffective
The Diagnostician is highly sophisticated in gathering, analyzing, and using assessment data to make decisions, thus serving as a role model/leader in the profession.	<b>The Diagnostician gathers, analyzes, and uses assessment data effectively to make student-based decisions.</b>	The Diagnostician is inconsistent in gathering, analyzing, and using assessment data to make decisions.	The Diagnostician inadequately gathers, analyzes, and/or uses assessment data to make decisions.

**Performance Standard 4: Communication**

The Diagnostician is effective in communicating accurate and educationally-relevant information to parents, teachers, and other school professionals.

The Diagnostician:

- Writes comprehensive and informative evaluation reports for a variety of audiences, such as parents, teachers, and other professionals
- Presents findings in a prioritized and integrated manner that is easy for audience members to follow
- Responds to questions by team members with accuracy and clarity
- Recognizes and acts upon opportunities to influence decision making and is effective in presenting his/her perspective

*Standard 4 Rubric*

<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>2</b> <b>Approaching Effective</b>	<b>1</b> <b>Ineffective</b>
The Diagnostician is highly sophisticated and articulate in communicating accurate, educationally relevant information to parents, teachers, and other school professionals, thus serving as a role model/leader in the profession.	<b>The Diagnostician is effective in communicating accurate and educationally relevant information to parents, teachers, and other school professionals.</b>	The Diagnostician is inconsistent in communicating accurate, educationally relevant information to parents, teachers, and other school professionals.	The Diagnostician is inadequate in communicating accurate, educationally relevant information to parents, teachers, and other school professionals.

**Performance Standard 5: Consultation and Collaboration**

The Diagnostician consults and collaborates effectively with others to promote student learning

The Diagnostician:

- Identifies and analyzes problems, plans for and develops interventions, and evaluates interventions for effectiveness
- Consults and collaborates on teams to effect change at the individual, group, classroom, school, and district levels
- Offers individualized recommendations to teachers and parents to meet the needs of students based on relevant data

*Standard 5 Rubric*

<b>4 Highly Effective</b>	<b>3 Effective</b> <i>Effective is the expected level of performance.</i>	<b>2 Approaching Effective</b>	<b>1 Ineffective</b>
The Diagnostician demonstrates highly sophisticated consultation and collaboration skills when working with others to promote student learning, thus serving as a role model/leader in the profession.	<b>The Diagnostician demonstrates effective consultation and collaboration skills when working with others to promote student learning.</b>	The Diagnostician demonstrates inconsistent consultation and collaboration skills when working with others to promote student learning.	The Diagnostician demonstrates ineffective consultation and collaboration skills when working with others to promote student learning.

**Performance Standard 6: Professionalism**

The Diagnostician demonstrates effective professional behavior.

The Diagnostician:

- Demonstrates initiative and follow through
- Accepts professional feedback to improve practices
- Attends assigned meetings and demonstrates effective scheduling and time management skills, including meeting office deadlines
- Exhibits positive and professional relationships with others, including the tone and style of communication.
- Maintains positive professional behavior (e.g. appearance, demeanor, punctuality).
- Follows the professional code of ethics (e.g. maintenance of confidentiality and accurate record keeping)

*Standard 6 Rubric*

<b>4 Highly Effective</b>	<b>3 Effective</b> <i>Effective is the expected level of performance.</i>	<b>2 Approaching Effective</b>	<b>1 Ineffective</b>
The Diagnostician demonstrates highly sophisticated professional behavior, thus serving as a role model/leader in the profession.	<b>The Diagnostician demonstrates effective professional behavior.</b>	The Diagnostician demonstrates inconsistent professional behavior.	The Diagnostician demonstrates poor professional behavior.

**Performance Standard 7: Data Driven Decision Making for Student Progress**

The work of the Diagnostician promotes measurable and appropriate student academic progress.

The Diagnostician:

- Uses data to help instructional staff set appropriate student goals.
- Uses and conducts both formal and informal assessments and makes practical recommendations based on those findings to facilitate student performance goals.
- Helps team members use data to match intervention and accommodation options with student need

*Standard 7 Rubric*

<b>4 Highly Effective</b>	<b>3 Effective</b> <i>Effective is the expected level of performance.</i>	<b>2 Approaching Effective</b>	<b>1 Ineffective</b>
The Diagnostician is highly sophisticated in promoting measurable and appropriate student academic progress, thus serving as a role model/leader in the profession.	<b>The Diagnostician effectively promotes measurable and appropriate student academic progress.</b>	The Diagnostician inconsistently promotes measurable and appropriate student academic progress.	The Diagnostician fails to promote measurable and appropriate student academic progress.

## Performance Standards for Licensed Related Service Providers

### **Performance Standard 1: Professional Knowledge**

The Licensed Related Service Provider (LRSP) demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

The Licensed Related Service Provider:

- Demonstrates extensive knowledge of the field of service by developing and implementing comprehensive services that include identification of children with speech-language, sensory, visual perception, self-help, physical impairments; diagnosis and appraisal of specific impairments that can affect academic performance; referral for medical or other professional attention, if necessary; provision of Speech-Language Impairment (SLI), Occupational Therapy (OT), and Physical Therapy (PT) services for the habilitation and/or prevention of disabilities and counseling and guidance of parents, children, and teachers regarding speech and language, occupational and physical impairments
- Applies knowledge of current research, best practices and theory in the respective related services fields to the screening, diagnostic and instructional processes
- Demonstrates ability in working with students with a variety of communication, occupational and physical disorders/disabilities, as well as demonstrate the ability to support the unique learning needs resulting from additional or accompanying disorders and Demonstrates knowledge of the provision of related services in the context of the LCPS Program of Study, the Virginia Standards of Learning, and associated Aligned Standards of Learning
- Demonstrates knowledge of the impact of cultural and linguistic differences when making decisions regarding difference versus disorder and when providing intervention
- Utilizes assessment models that incorporate standardized and non-standardized procedures and tools
- Demonstrates knowledge of special education procedures including child find, referral, eligibility, reevaluation, and Individualized Education Programs (IEP)
- Understands the nature and severity of student disabilities and its effect on educational performance and offers appropriate goals and/or activities
- Understands Medicaid requirements for Loudoun County, to include: knowledge of the ICD codes (International Classification of Diseases) and development of a yearly plan of care and monthly progress reports for each student eligible to receive Medicaid benefits and complete Random Moment Time Study (RMTS) as required by LCPS

### *Standard 1 Rubric*

<b>4 Highly Effective</b>	<b>3 Effective</b> <i>Effective is the expected level of performance.</i>	<b>2 Approaching Effective</b>	<b>1 Ineffective</b>
In addition to meeting the standard, the Licensed Related Service Provider consistently demonstrates extensive knowledge of the discipline and takes a proactive leadership role in identifying and addressing the needs of the target learning community.	<b>The Licensed Related Service Provider displays a working knowledge of the specific area of expertise, to include identifying and addressing the needs of the target learning community, planning and coordinating programs which are consistent with established guidelines, policies and procedures and demonstrating respect and understanding for individual differences, cultural backgrounds and developmental needs.</b>	The Licensed Related Service Provider inconsistently demonstrates an understanding of the curriculum, content, and student development and/or lacks fluidity in using the knowledge in practice.	The Licensed Related Service Provider bases instruction on material that is inaccurate or out-of-date and/or inadequately addresses the developmental needs of students.

**Performance Standard 2: Instructional Planning/Therapy**

The Licensed Related Service Provider (LRSP) plans using multiple sources of data, effective strategies, current resources, and evidenced based practices in accordance with the developmental and educational needs of the student; aligning standards based goals with IEPs and Medicaid requirements.

The Licensed Related Service Provider:

- Establishes long and short term goals that address unique developmental communication, functional motor and physical needs of each student on their caseload, that reflect knowledge of the LCPS Program of Study and align with the Virginia Standards of Learning
- Collaborates with colleagues at the school and administrative level to effectively plan instruction
- Gathers and analyzes student data to continually monitor and adjust instructional planning
- Develops and maintains Plans of Care (POC) and related documentation for all Medicaid eligible students
- Completes Random Moment Time Study (RMTS) upon request
- Seeks out resources for new therapy methods relevant to treatment population via webinars, conferences, journal articles, etc.

*Standard 2 Rubric*

<p><b>4</b> <b>Highly Effective</b></p>	<p><b>3</b> <b>Effective</b> <i>Effective is the expected level of performance.</i></p>	<p><b>2</b> <b>Approaching Effective</b></p>	<p><b>1</b> <b>Ineffective</b></p>
<p>In addition to meeting the standard, the related service provider consistently engages in active learning opportunities that target the individual student, designs instruction and remediation on evidence based practices, designs session objectives to directly correlate with individual student’s IEP goals, selects activities, technology, methods, strategies and materials that address specific disorders, student developmental level and chronological age and session objectives, researches new treatment techniques based on treatment population, utilizes successful methods of collaboration with IEP team.</p>	<p><b>The Licensed Related Service Provider consistently uses effective activities that are motivating and engaging that support progress, recognizes and understands individual learning styles and developmental norms to effectively differentiate instruction/remediation, supports individual student’s needs during group therapy, supports access to the curriculum, supports and/or prioritizes functional communication within the school and community settings, differentiates instruction when diagnosing and treating culturally and linguistically diverse students, considers technology and assistive/adaptive equipment needs of the student, initiates collaboration with the IEP team, reviews treatment plans and completes IEP progress notes each quarter, revises and/or makes revision recommendations of treatment plans to case manager.</b></p>	<p>The Licensed Related Service Provider inconsistently provides individualization of Plans of Care, IEP goals, and or accommodations across students and inconsistently responds to requests from the IEP team for input.</p>	<p>The Licensed Related Service Provider rarely provides individualization of Plans of Care, IEP goals, and or accommodations across students and inconsistently responds to requests from the IEP team for input.</p>

**Performance Standard 3: Service Delivery**

The Licensed Related Service Provider (LRSP) effectively uses a variety of strategies that address student’s developmental, learning and functional needs over multiple settings.

The Licensed Related Service Provider:

- Adapts curriculum and materials based on student needs
- Maintains data log for each session and keep attendance log
- Updates and refers to Plan of Care (POC) and complete Random Moment Time Study (RMTS) upon request
- Seeks feedback from case managers and designees regarding service delivery

*Standard 3 Rubric*

4 Highly Effective	3 Effective <i>Effective is the expected level of performance.</i>	2 Approaching Effective	1 Ineffective
<p>In addition to meeting the standard, the Licensed Related Service Provider is highly effective and takes a leadership role in using knowledge of and skills related to the curriculum/field to implement services and support for students within established standards, requirements and guidelines.</p>	<p><b>The Licensed Related Service Provider consistently works with groups of students with differing needs in a variety of academic and community settings, differentiates students’ needs through routine adaptations and unique modifications, documents interventions that promote student participation, incorporates standards and goals and consistently reflects student’s chronological age and developmental level in interventions, uses instructional time effectively and with integrity, provides equipment and devices, trains staff and provides periodic consultations, consults case managers/peers/parents to aid in transition or dismissal of services and includes student input (progress, goals, outcomes).</b></p>	<p>The Licensed Related Service Provider inconsistently demonstrates knowledge of and skills related to the curriculum/field to implement services and support for students within established standards, requirements and guidelines.</p>	<p>The Licensed Related Service Provider rarely demonstrates knowledge of and skills related to the curriculum/field to implement services and support for students within established standards, requirements and guidelines.</p>

**Performance Standard 4: Assessment of and for Student Learning**

The Licensed Related Service Provider (LRSP) systematically gathers, analyzes and uses relevant data to measure student progress, and to guide instruction/remediation/development and service delivery.

The Licensed Related Service Provider:

- Completes requested evaluations according to state guidelines
- Uses standardized tests appropriately
- Maintains a Plan of Care (POC)

*Standard 4 Rubric*

<b>4 Highly Effective</b>	<b>3 Effective</b> <i>Effective is the expected level of performance.</i>	<b>2 Approaching Effective</b>	<b>1 Ineffective</b>
<p>In addition to meeting the standard, the Licensed Related Service Provider is highly effective and takes a leadership role in gathering, analyzing, and using data to determine teacher or student needs, to guide professional practices, to measure program progress and to provide timely feedback to students, staff and family.</p>	<p><b>The Licensed Related Service Provider consistently conducts valid, cost effective, nondiscriminatory student assessment procedures within the caseload for eligibility, diagnostic, and screening purposes; adapts diagnostic methods and practices based on data and student needs and outcomes; effectively communicates assessment outcomes with family, student, and educational team; integrates research-based knowledge and skills into daily practice; requests environmental modifications or assistance to provide authentic and functional evaluation; analyzes and interprets multiple assessment measures from formal and informal sources to determine efficacy of intervention; maintains organized, relevant and retrievable data and modifies plan based on student’s needs and/or goal performance.</b></p>	<p>The Licensed Related Service Provider inconsistently gathers, analyzes or uses data to determine teacher or student needs, to guide professional practices, to measure progress and to provide timely feedback to students and teachers.</p>	<p>The Licensed Related Service Provider rarely gathers, analyzes or uses data to determine teacher or student needs, to guide professional practices, to measure progress and to provide timely feedback to students and teachers.</p>

**Performance Standard 5: Learning Environment**

The Licensed Related Service Provider (LRSP) uses resources, routines and procedures to provide a safe, respectful, positive, inclusive and student-centered environment that is conducive to learning.

The Licensed Related Service Provider:

- Demonstrates safe and effective use of work space to promote student learning
- Supports behavioral guidelines in alignment with school and district expectations
- Provides positive feedback to enhance student learning
- Ensures students actively engage in learning activities whether in a group or individually
- Provides multiple opportunities for student participation and success
- Promotes and respects cultural diversity, including but not limited to language, age, race, gender, and special needs
- Modifies instruction to promote age-appropriate learning
- Effects changes in school/district policies in order to promote safe, respectful, positive, inclusive, and student-centered learning environments

*Standard 5 Rubric*

4 Highly Effective	3 Effective <i>Effective is the expected level of performance.</i>	2 Approaching Effective	1 Ineffective
In addition to meeting the standard, the Licensed Related Service Provider shares knowledge through collaboration and mentoring and advocates for and creates a safe, confidential and effective environment for service delivery.	<b>The Licensed Related Service Provider attends trainings and maintains certifications as per district policy; demonstrates the ability to group students as needed, effectively and efficiently; demonstrates flexibility with the space given for service delivery and maintains a safe, confidential and appropriate learning environment; consistently assesses the learning environment for areas of improvement and makes recommendations to enhance the progress of all students on the caseload.</b>	The Licensed Related Service Provider inconsistently assesses the learning environment for the purpose of enhancing the progress of all students on the caseload.	The Licensed Related Service Provider fails to manage existing learning environments and follow LCPS safety procedures.

**Performance Standard 6: Professionalism**

The Licensed Related Service Provider (LRSP) maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning. The LRSP will adhere to federal and state laws and district regulations and policies, while advocating for students' needs within the professional boundaries of the discipline.

The Licensed Related Service Provider:

- Keeps current all licenses and certifications required by practice requirements
- Adheres to confidentiality guidelines
- Completes all required student meetings and paperwork according to established timelines
- Collaborates with colleagues/guardians to effectively promote student well-being and success at the local and district level
- Provides service to the education profession through participation in such activities as co-curricular sponsorship, school improvement or division-wide committees, or active membership in professional organizations

*Standard 6 Rubric*

4 Highly Effective	3 Effective <i>Effective is the expected level of performance.</i>	2 Approaching Effective	1 Ineffective
In addition to meeting the standard, the Licensed Related Service Provider is a professional role model for others and engages in a high level of professional growth, and/or contributes to the professional development of others and the well-being of the profession.	<b>The Licensed Related Service Provider maintains licensure, adheres to federal and state laws, district and school policies, and ethical guidelines; incorporates learning from professional growth opportunities into instructional practice; develops personal goals for improvement and extension of professional knowledge; works in a collegial manner with parents/guardians, administrators, school personnel &amp; community; consistently completes required assessments, evaluations, progress reports, etc. in a timely manner and schedules or provides input for IEP/child study meetings and progress reports in a timely manner and maintains student records, consistent with district.</b>	The Licensed Related Service Provider inconsistently demonstrates professional ethics, effective communication and responsibility for and participation in professional growth that results in enhanced learning.	The Licensed Related Service Provider rarely demonstrates professional ethics, effective communication and responsibility for and participation in professional growth that results in enhanced learning.

**Performance Standard 7: Program/Student Progress**

The Licensed Related Service Provider (LRSP) demonstrates the ability to use evidence-based practices to facilitate student progress by formulating appropriate, measurable, standards based educational goals aligned with the curriculum and the student’s developmental needs.

The Licensed Related Service Provider:

- Demonstrates extensive knowledge of the field of service, as defined by the Regulations Governing Special Education Programs for Children with Disabilities in Virginia and maintains state license through the Virginia Board of Health Professions (VBASLP, VBM, VBPT)
- Maintains professional knowledge to provide students with authentic diagnosis and current remediation techniques based on empirical research

*Standard 7 Rubric*

<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>2</b> <b>Approaching Effective</b>	<b>1</b> <b>Ineffective</b>
In addition to meeting the standard, the work of the Licensed Related Service Provider results in a high level of student progress based on established standards, division goals and/or school goals.	<b>The Licensed Related Service Provider uses multiple measures to assess, identify and remediate; creates programs that are consistent with best and current practice guidelines, policies and procedures; creates specific, measurable attainable, result oriented, time bound goals; collaborates with colleagues and team; documents evidence to demonstrate student progress and adjusts practices accordingly to enhance student progress, consistent with district policies and collects and analyzes data.</b>	The work of the Licensed Related Service Provider results in inconsistent student progress based on established standards, division goals and/or school goals.	The work of the Licensed Related Service Provider rarely results in student progress based on established standards, division goals and/or school goals.

**Evaluator Responsibilities for Licensed Related Service Providers 2023-2024**

Position	Evaluator
SLP (Related Services)	School Principal (home school)
OT (Related Services)	Tammy Davis – SPED
PT (Related Services)	Tammy Davis – SPED

## Performance Standards for Assistant Athletic Directors

### **Performance Standard 1: Professional Knowledge**

The Assistant Athletic Director demonstrates an understanding of the Virginia High School League (VHSL) and other governing councils, the day-to-day operations of an athletic program, and the developmental needs of coaches.

The Assistant Athletic Director:

- Has a broad and growing command of the structure, rules & regulations of the VHSL, as well as the Regional and District councils.
- Understands and exhibits a working knowledge of various databases and software programs to create sports schedules, verify eligibility, secure transportation, obtain officials for home contests, and make appropriate announcements to the community.
- Collaborates with other athletic departments, the transportation department, and outside athletic facilities regarding sports practices, matches and games.
- Understands how coaches differ in their approach to coaching and is able to facilitate their professional growth and responsibilities.
- Stays abreast of current trends, research and strategies within scholastic athletic programs.

### *Standard 1 Rubric*

<b>4 Highly Effective</b>	<b>3 Effective</b> <i>Effective is the expected level of performance.</i>	<b>2 Approaching Effective</b>	<b>1 Ineffective</b>
In addition to meeting the standard, the Assistant Athletic Director consistently demonstrates an extensive understanding of the Virginia High School League (VHSL) and other governing councils, the day-to-day operations of an athletic program, and the developmental needs of coaches, in addition to readily sharing ideas/resources with other colleagues.	<b>The Assistant Athletic Director demonstrates an understanding of the Virginia High School League (VHSL) and other governing councils, the day-to-day operations of an athletic program, and the developmental needs of coaches.</b>	The Assistant Athletic Director inconsistently demonstrates an understanding of the Virginia High School League (VHSL) and other governing councils, the day-to-day operations of an athletic program, and the developmental needs of coaches.	The Assistant Athletic Director consistently demonstrates a lack of understanding of the Virginia High School League (VHSL) and other governing councils, the day-to-day operations of an athletic program, and the developmental needs of coaches.

**Performance Standard 2: Program Delivery**

The Assistant Athletic Director demonstrates knowledge and competency of job-related skills, seeks further educational opportunities and consistently masters related skills and abilities.

The Assistant Athletic Director:

- Demonstrates knowledge and facilitates understanding and compliance of the County, District, Regional, and VHSL rules and regulations.
- Serves on special committees and seeks continuing educational opportunities to further their knowledge and improvement of the total athletic program.
- Understands technology as it relates to job completion (scheduling, transportation, officials).
- Facilitates schedules and coordinates with their school’s administration for all school athletic practices, activities and community usage.

*Standard 2 Rubric*

<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>2</b> <b>Approaching Effective</b>	<b>1</b> <b>Ineffective</b>
In addition to exceeding the basic standards of the position, the Assistant Athletic Director demonstrates extensive knowledge and competency of job- related skills, seeks further educational opportunities and consistently masters related skills and abilities; sharing resources and ideas with colleagues.	<b>The Assistant Athletic Director demonstrates knowledge and competency of job- related skills, seeks further educational opportunities and consistently masters related skills and abilities.</b>	The Assistant Athletic Director inconsistently demonstrates knowledge and competency of job- related skills, seeks further educational opportunities and consistently masters related skills and abilities.	The Assistant Athletic Director rarely demonstrates knowledge and competency of job- related skills, seeks further educational opportunities and consistently masters related skills and abilities.

**Performance Standard 3: Program Planning and Management**

The Assistant Athletic Director effectively ensures compliance with Virginia High School League, Regional and District councils and Loudoun County Public Schools policies and procedures.

The Assistant Athletic Director:

- Orients athletic staff on guidelines, policies, and procedures.
- Helps to supervise coaches and sponsors in their co-curricular activities;
- Critically evaluates the athletic programs’ ability to follow guidelines, policies, and procedures.
- Attends County, District, Regional, and State meetings as required.
- Serves as a liaison between parents, student athletes and school staff in all athletic matters.

*Standard 3 Rubric*

<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>2</b> <b>Approaching Effective</b>	<b>1</b> <b>Ineffective</b>
In addition to meeting the standard, the Assistant Athletic Director is highly effective at ensuring compliance with Virginia High School League, Regional and District councils and Loudoun County Public Schools policies and procedures while improving the quality of the athletic program.	<b>The Assistant Athletic Director effectively ensures compliance with Virginia High School League, Regional and District councils and Loudoun County Public Schools policies and procedures.</b>	The Assistant Athletic Director inconsistently ensures compliance with Virginia High School League, Regional and District councils and Loudoun County Public Schools policies and procedures.	The Assistant Athletic Director rarely ensures compliance with Virginia High School League, Regional and District councils and Loudoun County Public Schools policies and procedures.

**Performance Standard 4: Environment and Safety**

The Assistant Athletic Director cultivates safety of all students, coaches, and parents by supporting, managing, and evaluating the school’s athletic programs’ organization and operation.

The Assistant Athletic Director:

- Provides student-athletes with a safe environment to participate in athletics.
- Ensures all coaches are up to date in coach’s education requirements.
- Provide systems for the purchase, storage, repair, cleaning, distribution and collection of athletic equipment in cooperation with the coaches; establish procedures for proper use of materials, supplies, and equipment; oversee and approve athletic purchases including: maintaining a current inventory, prioritizing needs, and providing a system for ordering equipment.
- Performs safety checks of fields, courts, mats, and equipment prior to teams competing in an athletic event.
- Establishes and enforces expectations to ensure safe and efficient programs.
- Coordinates with district administrators for the repair and maintenance of athletic fields, courts, track and gymnasiums, including physical education facilities.

*Standard 4 Rubric*

<b>4 Highly Effective</b>	<b>3 Effective</b> <i>Effective is the expected level of performance.</i>	<b>2 Approaching Effective</b>	<b>1 Ineffective</b>
In addition to meeting the standard, the Assistant Athletic Director is highly effective and takes a leadership role in the safety of all students, coaches, and parents by supporting, managing, and evaluating the school’s athletic program’s organization and operation.	<b>The Assistant Athletic Director cultivates safety of all students, coaches, and parents by supporting, managing, and evaluating the school’s athletic programs’ organization and operation.</b>	The Assistant Athletic Director inconsistently cultivates safety of all students, coaches, and parents by supporting, managing, and evaluating the school’s athletic programs’ organization and operation.	The Assistant Athletic Director rarely cultivates safety of all students, coaches, and parents by supporting, managing, and evaluating the school’s athletic programs’ organization and operation.

**Performance Standard 5: Collaboration and Communication**

The Assistant Athletic Director collaborates and communicates openly with administration, faculty/staff, coaches, and parents in an effort to provide an appropriate, safe, and equitable high school athletic experience for students.

The Assistant Athletic Director:

- Identifies and manages available resources to support coaches and student athlete needs.
- Demonstrates effective communication, collaboration, and interpersonal skills among peers, students, and parents.
- Promotes and incorporates instructional strategies or management techniques that are fair and respect diversity and individual differences.
- Assists in maintaining the athletic website and any additional digital athletic communications.

*Standard 5 Rubric*

<b>4 Highly Effective</b>	<b>3 Effective</b> <i>Effective is the expected level of performance.</i>	<b>2 Approaching Effective</b>	<b>1 Ineffective</b>
In addition to meeting the standard, the Assistant Athletic Director initiates collaboration and communication with administration, faculty/staff, coaches, and parent to ensure an appropriate, safe, and equitable high school athletic experience for students.	<b>The Assistant Athletic Director collaborates and communicates openly with administration, faculty/staff, coaches, and parents in an effort to provide an appropriate, safe, and equitable high school athletic experience for students.</b>	The Assistant Athletic Director inconsistently collaborates and communicates openly with administration, faculty/staff, coaches, and parents in an effort to provide an appropriate, safe, and equitable high school athletic experience for students.	The Assistant Athletic Director rarely collaborates and communicates openly with administration, faculty/staff, coaches, and parents in an effort to provide an appropriate, safe, and equitable high school athletic experience for students.

**Performance Standard 6: Professionalism**

The Assistant Athletic Director maintains a commitment to professional ethics, exhibits professionalism when working with the entire school community, and participates in professional growth opportunities that result in enhanced program services.

The Assistant Athletic Director:

- Ensures the compliance of the rules established by the Virginia High School League and the Region and District governing bodies.
- Serves as an active member of the learning community by attending County, District, Region, and State meetings.
- Pursues professional growth and educational opportunities.
- Facilitates a climate of continued growth and improvement of the whole athletic department.
- Develops and maintains a comprehensive athletic program which seeks the highest development of all participants, and which respects the individual dignity of every athlete.
- Models and ensures respectful and ethical behavior by staff, coaches, students and the community (e.g. sportsmanlike demeanor, appearance, punctuality and attendance).

*Standard 6 Rubric*

4 Highly Effective	3 Effective <i>Effective is the expected level of performance.</i>	2 Approaching Effective	1 Ineffective
In addition to meeting the standard, the Assistant Athletic Director consistently models a strong commitment to professional ethics, exhibits professionalism when working with the entire school community, and participates in professional growth opportunities that result in enhanced program services; while sharing ideas and resources with other colleagues.	<b>The Assistant Athletic Director maintains a commitment to professional ethics, exhibits professionalism when working with the entire school community, and participates in professional growth opportunities that result in enhanced program services.</b>	The Assistant Athletic Director inconsistently maintains a commitment to professional ethics, exhibits professionalism when working with the entire school community, and participates in professional growth opportunities that result in enhanced program services.	The Assistant Athletic Director rarely maintains a commitment to professional ethics, exhibits professionalism when working with the entire school community, and participates in professional growth opportunities that result in enhanced program services.

**Performance Standard 7: Program Progress**

The work of the Assistant Athletic Director results in acceptable and measurable program progress based on established standards, division goals, and/or school goals.

The Assistant Athletic Director:

- Seeks to assess the strengths and weaknesses of their own professional growth, as well as that of their coaching staff under the direction and support of the athletic office.
- Develops, implements and supports education as it relates to providing positive leadership of coaches, parents and student athletes.
- Uses available communication forms to regularly document progress of coaches and self as it relates to an impact on leadership development.
- Identifies and establishes additional means of support and/or resources to increase program progress and schedules periodic check-in benchmarks.
- Meets individually with the athletic director to specifically address progress towards identified leadership development goals, and meets with identified coaching staff members to periodically discuss progress toward agreed upon leadership development goals.
- Participates in and/or supports the agreed upon leadership development goals made in conjunction with the athletic director and any other identified participants.

*Standard 7 Rubric*

<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>2</b> <b>Approaching Effective</b>	<b>1</b> <b>Ineffective</b>
In addition to meeting the standard, the work of the Assistant Athletic Director results in a high level of measurable program progress based on established standards, division goals, and/or school goals; enhancing program progress overall.	<b>The work of the Assistant Athletic Director results in acceptable and measurable program progress based on established standards, division goals, and/or school goals.</b>	The work of the Assistant Athletic Director inconsistently results in acceptable and measurable program progress based on established standards, division goals, and/or school goals.	The work of the Assistant Athletic Director rarely results in acceptable and measurable program progress based on established standards, division goals, and/or school goals.

## Performance Standards for Athletic Trainers

### **Performance Standard 1: Professional Knowledge**

The Athletic Trainer maintains a commitment to their professional code of ethics and standards to ensure they are viewed positively and respected as healthcare professionals.

The Athletic Trainer:

- Acts according to their professional code of ethics and standards.
- Promotes the profession of Athletic Training.
- Determines course of action for identified injury/illness or health-related conditions.
- Refers injuries and health-related conditions to a physician, emergency facility or specialized healthcare provider, if necessary.
- Collaborates with school nurse regarding any health issues of a student athlete with an emphasis on the concussion protocol and return to play.
- Adheres to local, federal, and state guidelines in accordance with school board policies and procedures.
- Acknowledges the need to be flexible and adapt to changing schedules.
- Seeks continuing educational opportunities to further their knowledge and to maintain professional certifications.

### *Standard 1 Rubric*

4 Highly Effective	3 Effective <i>Effective is the expected level of performance.</i>	2 Approaching Effective	1 Ineffective
In addition to meeting the standard, The Athletic Trainer maintains an extensive commitment to their professional code of ethics and takes a leadership role to ensure the position is viewed positively and respected as a healthcare professional.	<b>The Athletic Trainer maintains a commitment to their professional code of ethics and standards to ensure they are viewed positively and respected as healthcare professionals.</b>	The Athletic Trainer inconsistently maintains a commitment to their professional code of ethics and standards to ensure they are viewed positively and respected as healthcare professionals.	The Athletic Trainer consistently demonstrates a lack of commitment to their professional code of ethics and standards to ensure they are viewed positively and respected as healthcare professionals.

**Performance Standard 2: Program Delivery**

The Athletic Trainer employs standard care procedures and communicates outcomes for efficient and appropriate care of the injured student-athlete.

The Athletic Trainer:

- Demonstrates sound knowledge as an Athletic Trainer.
- Assists in the maintenance and implementation of emergency situations through an appropriate Emergency Action Plan (EAP).
- Applies the appropriate immediate and care procedures to prevent the exacerbation of non-life-threatening and life-threatening health-related conditions.
- Makes appropriate referral decisions for injuries and illnesses.
- Implements a plan for each athlete for return to play based on their individual sport specific injury and rehabilitation.

*Standard 2 Rubric*

<b>4 Highly Effective</b>	<b>3 Effective</b> <i>Effective is the expected level of performance.</i>	<b>2 Approaching Effective</b>	<b>1 Ineffective</b>
In addition to meeting the standard, the Athletic Trainer demonstrates extensive knowledge and initiative to increase the standard care procedures and communicates outcomes for efficient and appropriate care of the injured student-athlete.	<b>The Athletic Trainer employs standard care procedures and communicates outcomes for efficient and appropriate care of the injured student- athlete.</b>	The Athletic Trainer inconsistently employs standard care procedures and communicates outcomes for efficient and appropriate care of the injured student-athlete.	The Athletic Trainer rarely employs standard care procedures and communicates outcomes for efficient and appropriate care of the injured student-athlete.

**Performance Standard 3: Program Planning and Management**

The Athletic Trainer uses knowledge of and skills related to the field to implement services and supports for student athletes consistent with established standards, requirements, and guidelines.

The Athletic Trainer:

- Applies accepted LCPS policies, procedures, and guidelines (i.e. concussion protocols, weather guidelines) to athletic events.
- Implements or oversees event and practice set-up.
- Identifies and manages available resources to support our student athletes and programs.
- Develops and maintains Emergency Action Plan (EAP) in conjunction with the sports medicine team.
- Demonstrates organization and maintains accurate records and documentation.
- Adheres to budget policy and allocates funds appropriately for first aid sMichele Fulcer <Michele.Fulcer@lcps.org>upplies and emergency medical equipment.
- Critically reviews injuries and treatments to create a report and to assist with injury prevention.

*Standard 3 Rubric*

<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>2</b> <b>Approaching Effective</b>	<b>1</b> <b>Ineffective</b>
In addition to meeting the standard, the Athletic Trainer is highly effective and takes a leadership role in using knowledge of and skills related to the field to implement services and supports for student athletes consistent with established standards, requirements, and guidelines.	<b>The Athletic Trainer uses knowledge of and skills related to the field to implement services and supports for student athletes consistent with established standards, requirements, and guidelines.</b>	The Athletic Trainer inconsistently demonstrates knowledge of and skills related to the field to implement services and supports for student athletes consistent with established standards, requirements, and guidelines.	The Athletic Trainer rarely demonstrates knowledge of and skills related to the field to implement services and support for student athletes consistent with established standards, requirements, and guidelines.

**Performance Standard 4: Environment and Safety**

The Athletic Trainer establishes, maintains, and supervises a proper functioning athletic training facility to enhance student athlete prevention and treatment of injuries and illnesses.

The Athletic Trainer:

- Provide student athletes with a safe environment to participate in athletics.
- Ensures all coaches are up to date in coaching education requirements.
- Deals with conflict in a professional manner and facilitates resolution.
- Provides CPR, First Aid, and AED training for all coaches.
- Seeks to assess the strengths and weaknesses of the injured student athlete as it relates to their return to play status through data collection, observations, and collaboration with coaching staff, athlete, and/or parent.
- Places the safety and well-being of the student athlete as top priority, and adheres to athletic principles in an ethical manner despite external factors (winning the game, pressure from parent/coach).

*Standard 4 Rubric*

<b>4 Highly Effective</b>	<b>3 Effective</b> <i>Effective is the expected level of performance.</i>	<b>2 Approaching Effective</b>	<b>1 Ineffective</b>
In addition to meeting the standard, the Athletic Trainer is highly effective and takes a leadership role in the establishment, maintenance, and supervision of a proper functioning athletic training facility to enhance student athlete prevention and treatment of injuries and illnesses.	<b>The Athletic Trainer establishes, maintains, and supervises a proper functioning athletic training facility to enhance student athlete prevention and treatment of injuries and illnesses.</b>	The Athletic Trainer inconsistently establishes, maintains, and supervises a proper functioning athletic training facility to enhance student athlete prevention and treatment of injuries and illnesses.	The Athletic Trainer rarely establishes, maintains, and supervises a proper functioning athletic training facility to enhance student athlete prevention and treatment of injuries and illnesses.

**Performance Standard 5: Collaboration and Communication**

The Athletic Trainer collaborates and communicates positively with student athletes, parents, coaches, administrators, and medical professionals to provide the best possible healthcare to the student athletes.

The Athletic Trainer:

- Demonstrates professional communication with student athletes and parents concerning evaluation and treatment of their injuries or illnesses.
- Demonstrates positive interpersonal relationships and respect for student athletes, parents, coaches, and administrators.
- Develops positive professional relationships with members of the medical team for support and referrals (i.e. physicians, school nurse, counselors, EMS, PT's).
- Compiles data on injuries and treatments to assist in providing coaches feedback with regards to practice plans.

*Standard 5 Rubric*

4 Highly Effective	3 Effective <i>Effective is the expected level of performance.</i>	2 Approaching Effective	1 Ineffective
In addition to meeting the standard, the Athletic Trainer initiates and guides communication and collaboration with student athletes, parents, coaches, administrators, and medical professionals to actively advocate for students' needs to provide the best possible healthcare to the athletes.	<b>The Athletic Trainer collaborates and communicates positively with student athletes, parents, coaches, administrators, and medical professionals to provide the best possible healthcare to the student athletes.</b>	The Athletic Trainer inconsistently collaborates and communicates positively with student athletes, parents, coaches, administrators, and medical professionals to provide the best possible healthcare to the student athletes.	The Athletic Trainer rarely collaborates and communicates positively with student athletes, parents, coaches, administrators, and medical professionals to provide the best possible healthcare to the student athletes.

**Performance Standard 6: Professionalism**

The Athletic Trainer maintains a commitment to professional ethics, exhibits professionalism when working with all stakeholders and participates in professional growth opportunities that result in enhanced program progress.

The Athletic Trainer:

- Demonstrates passion for their work as an Athletic Trainer.
- Demonstrates compassion and concern for their student-athletes.
- Effectively communicates with student athletes, parents, coaches, and other school personnel as needed per school policy.
- Demonstrates effective conflict resolution or seeks administrative assistance as needed. Adheres to school policies and procedures.
- Demonstrates initiative, promptness, dependability, and a good work ethic.
- Demonstrates accessibility, rapport, and trust with student athletes, parents and coaches within the school community.

*Standard 6 Rubric*

<b>4 Highly Effective</b>	<b>3 Effective</b> <i>Effective is the expected level of performance.</i>	<b>2 Approaching Effective</b>	<b>1 Ineffective</b>
In addition to meeting the standard, the Athletic Trainer consistently models a strong commitment to professional ethics, exhibits professionalism when working with all stakeholders and participates in professional growth opportunities that result in enhanced program progress; sharing resources and ideas with colleagues.	<b>The Athletic Trainer maintains a commitment to professional ethics, exhibits professionalism when working with all stakeholders and participates in professional growth opportunities that result in enhanced program progress.</b>	The Athletic Trainer inconsistently maintains a commitment to professional ethics, exhibits professionalism when working with all stakeholders and participates in professional growth opportunities that result in enhanced program progress.	The Athletic Trainer rarely maintains a commitment to professional ethics, exhibits professionalism when working with all stakeholders and participates in professional growth opportunities that result in enhanced program progress.

**Performance Standard 7: Program Progress**

The work of the Athletic Trainer results in acceptable and measurable program progress based on established standards, division goals, and/or school goals.

The Athletic Trainer:

- Effectively educates athletic trainer student aid, student-athletes, parents, and coaches concerning healthcare issues via parent or coach’s meetings, newsletters, websites etc.
- Active in educating the community about the profession of Athletic Training through service during VHSL sponsored events.
- Assist the student athletes with providing opportunities to get a VHSL physical examination through local physicians or physical night at their school.
- Furthers professional development by attending meetings, conferences and/or seminars.

*Standard 7 Rubric*

<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>2</b> <b>Approaching Effective</b>	<b>1</b> <b>Ineffective</b>
The work of the Athletic Trainer results in a high level of program progress based on established standards, division goals, and/or school goals.	<b>The work of the Athletic Trainer results in acceptable and measurable program progress based on established standards, division goals, and/or school goals.</b>	The work of the Athletic Trainer inconsistently results in acceptable and measurable program progress based on established standards, division goals, and/or school goals.	The work of the Athletic Trainer rarely results in acceptable and measurable program progress based on established standards, division goals, and/or school goals.

## Performance Standards for Student Assistance Specialists

### **Performance Standard 1: Knowledge of the Learning Community**

The Student Assistance Specialist identifies and addresses the needs of the target learning community by demonstrating respect for individual differences, levels of experience, safety, and an understanding of cultures, backgrounds, and learning needs.

The Student Assistance Specialist:

- Provides services that build students' individual strengths and offers students maximum opportunity to participate in planning and directing their own learning experience.
- Recognizes and respects the worth and individuality of each person and encourages this belief in others.
- Creates an atmosphere for all students that is inviting, supportive, inclusive, and flexible.
- Identifies and recognizes the need to model culturally and age appropriate behavior that leads to positive and nurturing relationships.
- Demonstrates knowledge of district administrative policies and seeks clarification if necessary.

### *Standard 1 Rubric*

<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>2</b> <b>Approaching Effective</b>	<b>1</b> <b>Ineffective</b>
In addition to meeting the standard, the Student Assistance Specialist consistently demonstrates an exemplary ability to identify and address prevention and intervention needs specifically based on individual differences, safety, and an understanding of cultures, backgrounds and learning needs.	<b>The Student Assistance Specialist identifies and addresses the needs of the target learning community by demonstrating respect for individual differences, levels of experience, safety, and an understanding of cultures, backgrounds and learning needs.</b>	The Student Assistance Specialist inconsistently demonstrates the ability to address the needs of the target learning community and has some difficulty working with individual differences, levels of experience, safety, culture and learning needs.	The Student Assistance Specialist inadequately addresses the needs of the target learning community and lacks understanding of differences, cultures, backgrounds, and learning needs resulting in poor outcomes for the learning community.

**Performance Standard 2: Program Planning and Management**

The Student Assistance Specialist effectively plans and coordinates prevention programs and support services which are consistent with established guidelines, policies, and procedures.

The Student Assistance Specialist:

- . Develops and implements prevention and intervention plans that enable students to overcome barriers to learning.
- . Collaborates with colleagues, school teams, families, and community partners to assist students in developing short and long-term goals to meet individual student's unique needs.
- . Consults and collaborates with school personnel and community providers to develop resources for student learning that promotes a community of academic success.

*Standard 2 Rubric*

<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>2</b> <b>Approaching Effective</b>	<b>1</b> <b>Ineffective</b>
In addition to meeting the standard, the Student Assistance Specialist consistently plans and coordinates innovative intervention programs and support services and readily shares ideas/ resources with other professionals.	<b>The Student Assistance Specialist effectively plans and coordinates prevention programs and support services which are consistent with established guidelines, policies, and procedures.</b>	The Student Assistance Specialist demonstrates an inconsistent ability to effectively plan and coordinate services within the established guidelines, policies, and procedures.	The Student Assistance Specialist does not plan services, or plans services without adequately using the resources identified through guidelines, policies and procedures.

**Performance Standard 3: Assessment**

The Student Assistance Specialist gathers, analyzes, and uses data to determine student needs, to guide supportive practices, to measure program progress, and to provide timely feedback to the target learning community.

The Student Assistance Specialist:

- . Collects relevant data to assist in the planning, management, and evaluation of student assistance services.
- . Uses student data and knowledge of school culture to develop intervention plans that establish priorities based on individual and group needs.
- . Uses observation, pre/post testing and program evaluation to assess student progress on short and long-term goals.
- . Completes screening inventory as part of substance use assessment to determine appropriate level of support for students.

*Standard 3 Rubric*

4 Highly Effective	3 Effective <i>Effective is the expected level of performance.</i>	2 Approaching Effective	1 Ineffective
In addition to meeting the standard, the Student Assistance Specialist actively seeks and uses alternative data and resources while consistently differentiating program services to meet the needs of all students based on timely feedback.	<b>The Student Assistance Specialist gathers, analyzes, and uses data to determine student needs, to guide supportive practices, to measure program progress, and to provide timely feedback to the target learning community.</b>	The Student Assistance Specialist is seldom able to gather, analyze, and use data to effectively determine student needs and inconsistently uses minimal data to provide timely feedback.	The Student Assistance Specialist lacks the ability to adequately gather data and analyze data and rarely uses data to measure program progress.

**Performance Standard 4: Program Delivery**

The Student Assistance Specialist uses knowledge of and skills related to the field to implement services and support for the target learning community consistent with established standards, requirements, and guidelines.

The Student Assistance Specialist:

- . Demonstrates effective prevention and intervention strategies in individual services, group counseling, and presentations.
- . Selects and applies the most appropriate methods of intervention to enhance students' educational experience.
- . Effectively collaborates with parents/guardians, administrators, other staff, and community members to promote success for every student.
- . Demonstrates an understanding of the continuum of mental health and substance use services, including prevention and intervention strategies to enhance student success.
- . Exhibits empathy in interpersonal relationships, is positive and professional in relationships with others, and contributes to the team effort.
- . Models and teaches behavior that leads to positive and nurturing relationships.

*Standard 4 Rubric*

<b>4 Highly Effective</b>	<b>3 Effective</b> <i>Effective is the expected level of performance.</i>	<b>2 Approaching Effective</b>	<b>1 Ineffective</b>
In addition to meeting the standard, the Student Assistance Specialist empowers students and/or families by providing support in developing goals, identifying strengths, providing follow-up and differentiating appropriate resources to maximize student success.	<b>The Student Assistance Specialist uses knowledge of and skills related to the substance use and mental health field to implement services and support for the target learning community consistent with established standards, requirements, and guidelines.</b>	The Student Assistance Specialist possesses limited knowledge and skills to implement services resulting in limiting support for the target community.	The Student Assistance Specialist lacks the knowledge and skills to appropriately implement services and support the target community.

**Performance Standard 5: Communication and Collaboration**

The Student Assistance Specialist communicates and collaborates effectively in a positive and respectful manner with students, parents/guardians, administrators, other staff and community partners in order to support and enhance program and/or student progress.

The Student Assistance Specialist:

- . Establishes and maintains relationships with community-based programs that enhance student assistance services and coordinates appropriate involvement.
- . Communicates with parents/guardians and appropriate agencies to assess student needs and coordinate services.
- . Follows established communication channels.
- . Demonstrates trust, open communication, mutual respect, ongoing collaboration and effective coordination to facilitate the achievement of interdisciplinary team objectives.
- . Makes appropriate referrals to resources within the school and/or community.
- . Articulates the Pupil Services' programming to the entire school community: students, parents, and staff.

*Standard 5 Rubric*

<b>4 Highly Effective</b>	<b>3 Effective</b> <i>Effective is the expected level of performance.</i>	<b>2 Approaching Effective</b>	<b>1 Ineffective</b>
In addition to meeting the standard, the Student Assistance Specialist initiates and guides communication and collaboration with students, parents, and school personnel to actively advocate for student's needs, develop interventions and engage others in the problem-solving process to ensure the effectiveness of programs and services.	<b>The Student Assistance Specialist communicates and collaborates effectively in a positive and respectful manner with students, teachers, parents, administrators, and other staff in order to support and enhance program and/or student progress.</b>	The Student Assistance Specialist demonstrates inadequate communication and collaboration skills resulting in limited contributions to program/student progress.	The Student Assistance Specialist lacks the ability to communicate and/or collaborate effectively resulting in poor outcomes for program progress and student achievement.

**Performance Standard 6: Professionalism**

The Student Assistance Specialist maintains a commitment to professional ethics, exhibits professionalism when working with students, parents/guardians, administrators, and other colleagues and participates in professional growth opportunities that result in enhanced program services to support student learning.

The Student Assistance Specialist:

- Maintains confidentiality as guided by various local, state, and federal mandates as well as ethical standards of NASW and NBCC.
- Organizes time, resources and workload in order to meet responsibilities and deadlines.
- Maintains a workable schedule and arrives promptly for appointments.
- Prepares and submits reports in a skillful, accurate, understandable and timely manner.
- Maintains appropriate case records and documentation.

*Standard 6 Rubric*

<b>4 Highly Effective</b>	<b>3 Effective</b> <i>Effective is the expected level of performance.</i>	<b>2 Approaching Effective</b>	<b>1 Ineffective</b>
In addition to meeting the standard, the Student Assistance Specialist consistently models a strong commitment to professional ethics, actively seeks opportunities for professional development and shares knowledge with other professionals.	<b>The Student Assistance Specialist maintains a commitment to professional ethics, exhibits professionalism when working with students, teachers, parents/guardians, administrators and other colleagues and participates in professional growth opportunities that result in enhanced program services to support student learning.</b>	The Student Assistance Specialist inconsistently demonstrates a commitment to professional ethics and demonstrates a lack of interest in participating in opportunities for professional development.	The Student Assistance Specialist lacks commitment to or understanding of professional ethics and rarely participates in opportunities for professional development.

**Performance Standard 7: Learner/Program Progress**

The work of the Student Assistance Specialist results in acceptable and measurable learner and/or program progress based on established standards, division goals, and/or school board goals.

The Student Assistance Specialist:

- Utilizes multiple data sources to assess needs, plan, and implement interventions.
- Formulates culturally competent school wide program goals, as well as behavioral/ emotional/social small group and individual goals to promote overall academic achievement.
- Monitors evidence-based interventions, strategies, and practices specific to the identified need by determining a baseline measure from which to determine a measurable outcome, including the allocation of an appropriate amount of time in which to achieve the goal.
- Utilizes outcome data to adjust goals and/or interventions and provides information to other professionals involved in the goal achievement.

*Standard 7 Rubric*

<b>4 Highly Effective</b>	<b>3 Effective</b> <i>Effective is the expected level of performance.</i>	<b>2 Approaching Effective</b>	<b>1 Ineffective</b>
In addition to meeting the standard, the Student Assistance Specialist interventions result in exceptional progress for the learner by differentiating appropriate resources to maximize student achievement and consistently contributes to the overall program progress and service delivery while taking a leadership role, as appropriate.	<b>The work of the Student Assistance Specialist results in acceptable and measurable learner and/or program progress based on established standards, division goals, and/or school board goals.</b>	The work of the Student Assistance Specialist results in inconsistent progress for the learner and seldom contributes to overall program progress and service delivery.	The Student Assistance Specialist's interventions seldom meet the needs of the learner and rarely contribute to program progress.

## Performance Standards for Student Activities and Engagement Coordinators

### **Performance Standard 1: Instructional Leadership**

The Student Activities & Engagement Coordinator (SAEC) promotes the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement

The Student Activities and Engagement Coordinator:

- Supports the collaborative development and promotion of a shared vision for educational improvement and works with staff members, students, parents, and other stakeholders to develop a mission and initiatives consistent with the division’s strategic plan.
- Collaboratively analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.
- Identifies, analyzes, and resolves problems using effective problem-solving techniques.
- Exhibits knowledge of research-based instructional best practices/strategies, including inclusive practices, and provides teachers with appropriate resources for their successful implementation.
- Works collaboratively with staff to identify student needs, to design, revise, and monitor instruction, while building and implementing effective instructional schedules to ensure effective delivery of the required curriculum.
- Promotes equity and equal access for every student .
- Demonstrates appropriate interpersonal relationships with students, staff, and parents/guardians.

### *Standard 1 Rubric*

<b>4 Highly Effective</b>	<b>3 Effective</b> <i>Effective is the expected level of performance.</i>	<b>2 Approaching Effective</b>	<b>1 Ineffective</b>
The Student Activities & Engagement Coordinator actively and consistently employs innovative and effective leadership strategies that maximize student academic progress and result in a shared vision of teaching and learning which reflects excellence.	<b>The Student Activities &amp; Engagement Coordinator promotes the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.</b>	The Student Activities & Engagement Coordinator needs additional support to develop the skills and abilities necessary to promote a shared vision of teaching and learning that leads to student academic progress and school improvement.	The Student Activities & Engagement Coordinator does not promote the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

**Performance Standard 2: School Climate**

The Student Activities & Engagement Coordinator supports the principal to ensure the success of all students by developing, advocating, and sustaining an academically rigorous, positive and safe school climate for all stakeholders.

The Student Activities and Engagement Coordinator:

- Incorporates knowledge of the school community and cultivates a positive learning environment.
- Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.
- Utilizes shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.
- Models and inspires trust while developing a risk-tolerant environment by sharing information and responsibility.
- Maintains a collegial environment and supports the staff through the stages of the change process.
- Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.
- Develops and/or implements best practices in school wide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents
- Creates a supportive environment for all students, encouraging social interaction, active engagement in learning, and self-motivation.
- Supports the vision of a positive, inviting and inclusive school environment that promotes and assists in the development of the whole student and values every student as an important member of the school community.

*Standard 2 Rubric*

<p><b>4</b> <b>Highly Effective</b></p>	<p><b>3</b> <b>Effective</b> <i>Effective is the expected level of performance.</i></p>	<p><b>2</b> <b>Approaching Effective</b></p>	<p><b>1</b> <b>Ineffective</b></p>
<p>The Student Activities &amp; Engagement Coordinator substantially improves existing programs to create an environment where students and stakeholders thrive in a positive and safe school climate.</p>	<p><b>The Student Activities &amp; Engagement Coordinator supports the principal to ensure the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</b></p>	<p>The Student Activities &amp; Engagement Coordinator needs additional support to develop the skills and abilities necessary to ensure an academically rigorous, positive, or safe school climate for all stakeholders.</p>	<p>The Student Activities &amp; Engagement Coordinator does not support the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders</p>

**Performance Standard 3: Human Resources Management**

The Student Activities & Engagement Coordinator assists with the selection and induction processes, in an effort to support and retain quality instructional and support personnel

The Student Activities and Engagement Coordinator:

- Actively participates in the selection process when appropriate.
- Supports formal building-level employee orientation processes and informal procedures to support and assist all new personnel.
- Supports teacher and staff evaluation systems by providing timely informal feedback on strengths and weaknesses in an effort to support student growth
- Recognizes and supports the achievements of highly-effective teachers and staff and suggests opportunities for increased responsibility.
- Maximizes human resources by building on the strengths of teachers and staff members while assisting the principal with professional development opportunities and coaching/mentoring.

*Standard 3 Rubric*

<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>2</b> <b>Approaching Effective</b>	<b>1</b> <b>Ineffective</b>
The Student Activities & Engagement Coordinator consistently demonstrates a strong working knowledge of the selection and induction processes while working in concert with the school administrators.	<b>The Student Activities &amp; Engagement Coordinator assists with the selection and induction processes in an effort to support and retain quality instructional and support personnel.</b>	The Student Activities & Engagement Coordinator has not yet attained an understanding of the processes needed to assist with the selection, induction, and/or retention of quality instructional and support personnel.	TThe Student Activities & Engagement Coordinator does not complete the processes necessary for the selection, induction, and/or retention of instructional and support personnel when given the opportunity to participate.

**Performance Standard 4: Organizational Management**

The Student Activities & Engagement Coordinator promotes the success of all students by supporting, managing, and monitoring the school's organization and operation.

The Student Activities and Engagement Coordinator:

- Develops a working knowledge and understanding of Virginia Department of Education rules, regulations, laws, and Loudoun County Public Schools' policies and procedures
- Enforces rules, regulations, laws and procedures to ensure a safe, secure, efficient, and orderly facility and grounds.
- Monitors and provides support for the appropriate maintenance of facilities and grounds, and the effective use of space.
- Supports the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace.
- Effectively coordinates the daily operation of the assigned duties

*Standard 4 Rubric*

<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>2</b> <b>Approaching Effective</b>	<b>1</b> <b>Ineffective</b>
The Student Activities & Engagement Coordinator is highly effective at organizational management by demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources.	<b>The Student Activities &amp; Engagement Coordinator promotes the success of all students by supporting, managing, and monitoring the school's organization and operation.</b>	The Student Activities & Engagement Coordinator inconsistently supports, manages, or monitors the school's organization, operation, or use of resources.	The Student Activities & Engagement Coordinator inadequately supports, manages, or monitors the school's organization, operation, or use of resources.

**Performance Standard 5: Communication and Community Relations**

The Student Activities & Engagement Coordinator supports the success of all students by communicating and collaborating effectively with stakeholders.

The Student Activities and Engagement Coordinator:

- Collaborates with the administrative team to plan for and solicit staff, parent, and other stakeholder input to promote effective decision-making and communication when appropriate.
- Works in collaboration with the principal to communicate long- and short-term goals and the school improvement plan to all stakeholders
- Disseminates information to staff, parents, and other stakeholders in a timely manner through channels and sources that are accessible to the school community.
- Speaks and writes consistently in an explicit and professional manner using standard oral and written English to communicate with students, parents, staff, and other stakeholders.
- Assists with a variety of opportunities for parent and family involvement in school activities.
- Collaborates and/or networks with administrators, colleagues and stakeholders to become aware of the resources and expertise available in the local community.
- Supports a mutually beneficial relationship with local businesses and organizations.
- Advocates for students and responds to the needs of a diverse community.

*Standard 5 Rubric*

4 Highly Effective	3 Effective <i>Effective is the expected level of performance.</i>	2 Approaching Effective	1 Ineffective
Through the use of innovative communication methods, the Student Activities & Engagement Coordinator fosters the success of all students by communicating and collaborating effectively with stakeholders.	<b>The Student Activities &amp; Engagement Coordinator supports the success of all students by communicating and collaborating effectively with stakeholders.</b>	The Student Activities & Engagement Coordinator inconsistently communicates or infrequently collaborates on issues of importance to stakeholders.	The Student Activities & Engagement Coordinator demonstrates inadequate or detrimental communication or collaboration with stakeholders.

**Performance Standard 6: Professionalism**

The Student Activities & Engagement Coordinator fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

The Student Activities and Engagement Coordinator:

- Works within professional and ethical guidelines to improve student learning and to meet school, division, state, and federal requirements.
- Works within professional and ethical guidelines to improve student learning and to meet school, division, state, and federal requirements.
- Models professional, approachable behavior and cultural competency to students, staff, and other stakeholders.
- Maintains confidentiality
- Works in a collaborative manner with other administrators, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school division.
- Takes initiative for personal and professional growth by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher.
- Contributes to a culture of respect, understanding, sensitivity, availability, and appreciation for students, staff and other stakeholders and serves as a role-model on a daily basis.

*Standard 6 Rubric*

<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>2</b> <b>Approaching Effective</b>	<b>1</b> <b>Ineffective</b>
The Student Activities & Engagement Coordinator demonstrates professionalism within or beyond the school division through published works, formal presentations, and/or formal recognition or awards.	<b>The Student Activities &amp; Engagement Coordinator fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and/or contributing to the profession.</b>	The Student Activities & Engagement Coordinator is inconsistent in demonstrating professional standards, in engaging in continuous professional development, or in contributing to the profession.	The Student Activities & Engagement Coordinator shows disregard for professional standards and ethics and/or for engaging in continuous professional development, or contributing to the profession.

**Performance Standard 7: Student Academic Progress**

The Student Activities & Engagement Coordinator's leadership results in acceptable, measurable student academic progress based on established standards.

The Student Activities and Engagement Coordinator:

- Works in collaboration with the leadership team to utilize research-based methodology for gathering and analyzing data from multiple measures to support student academic progress.
- Supports teachers in the development of student achievement goals which are aligned with building-level goals for increased student academic progress.
- Participates in Individual Educational Plan (IEP) meetings and maintains appropriate documentation regarding performance of students with disabilities.
- Seeks to assess the strengths and weaknesses of students through records, observations, resource personnel, testing, and student and/or parent contacts.
- Facilitates or participates in Child Study and 504 meetings while maintaining appropriate documentation regarding performance of students.
- Identifies, establishes, and monitors additional means of support and/or resources to increase student academic/behavioral progress

*Standard 7 Rubric*

<p><b>4</b> <b>Highly Effective</b></p>	<p><b>3</b> <b>Effective</b> <i>Effective is the expected level of performance.</i></p>	<p><b>2</b> <b>Approaching Effective</b></p>	<p><b>1</b> <b>Ineffective</b></p>
<p>In addition to meeting the standard, the Student Activities &amp; Engagement Coordinator's leadership results in a high level of student academic progress with all populations of learners.</p>	<p><b>The Student Activities &amp; Engagement Coordinator's leadership results in acceptable, measurable student academic progress based on established standards with all populations of learners.</b></p>	<p>The Student Activities &amp; Engagement Coordinator's leadership results in student academic progress that inconsistently meets the established standard.</p>	<p>The Student Activities &amp; Engagement Coordinator's lack of leadership contributes to inadequate student academic progress.</p>

## Performance Standards for Student Support Advisors

### Performance Standard 1: Knowledge of the Learning Community

The Student Support Advisor (SSA) promotes the success of all students by cultivating a safe, healthy, welcoming and affirming learning environment where access to diverse resources, programs, and opportunities foster student progress and school improvement.

The Student Support Advisor:

- Supports the collaborative development and promotion of a shared vision for educational improvement and works with staff members, students, parents, and other stakeholders to develop a mission and initiatives consistent with the division's strategic plan.
- Collaboratively analyzes current data and program strategies to make appropriate educational decisions to improve attendance and behavior trends and improve overall school effectiveness
- Identifies, analyzes, and resolves problems using effective problem-solving techniques
- Works collaboratively with stakeholders to develop continuing education and in-school interventions for students in the discipline process
- Exhibits knowledge of research-based instructional best practices/strategies, including creation of safety/student support plans and placements
- Comprehensively supports student needs through designing, revising, and monitoring both instructional and behavioral data
- Promotes equity and equal access for every student
- Demonstrates appropriate interpersonal relationships with students, staff, and parents/guardians

### Standard 1 Rubric

Highly Effective	Effective <i>Effective is the expected level of performance.</i>	Approaching Effective	Ineffective
In addition to meeting the standard, the Student Support Advisor actively employs innovative and effective methods to support the school's vision for improvement and student progress.	<b>The Student Support Advisor (SSA) promotes the success of all students by cultivating a safe, healthy, welcoming, and affirming learning environment where access to diverse resources, programs, and opportunities foster student progress and school improvement.</b>	The Student Support Advisor needs additional support to engage with stakeholders to cultivate a learning environment where student success and school improvement are fostered.	The Student Support Advisor rarely promotes the success of all students, nor cultivates a learning environment where student success and school improvement are fostered.

**Performance Standard 2: School Climate**

The Student Support Advisor (SSA) supports the principal to ensure the success of all students through development, implementation, and sustenance of a culture of learning and positive behavior by employing effective, data-driven multi-tiered systems of support.

The Student Support Advisor:

- Incorporates knowledge of the school community and cultivates a positive learning environment
- Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community
- Utilizes shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale
- Models and inspires trust while developing a risk-tolerant environment by sharing information and responsibility
- Maintains a collegial environment and works to support students and staff equitably.
- Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders
- Develops and/or implements best practices in school wide multi-tiered systems of support that are effective within the school community and communicates behavior management expectations to students, teachers, and parents
- Creates a supportive environment for all students, encouraging social interaction, active engagement in learning, and self-motivation
- Supports the vision of a positive, inviting and inclusive school environment that promotes and assists in the development of the whole student and values every student as an important member of the school community

*Standard 2 Rubric*

<b>Highly Effective</b>	<b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>Approaching Effective</b>	<b>Ineffective</b>
In addition to meeting the standard, the Student Support Advisor substantially improves existing programs to create an environment where students and stakeholders thrive in a positive and safe school environment.	The Student Support Advisor (SSA) supports the principal to ensure the success of all students through development, implementation, and sustenance of a culture of learning and positive behavior by employing effective, data-driven multi-tiered systems of support.	The Student Support Advisor inconsistently supports the principal to ensure the success of all students through effective, data driven multi-tiered systems of support.	The Student Support Advisor rarely supports the principal to ensure the success of all students through effective, data driven multi-tiered systems of support.

**Performance Standard 3: Program Planning and Management**

The Student Support Advisor (SSA) effectively plans and coordinates school programs and support services which are consistent with established guidelines, policies, and procedures.

The Student Support Advisor:

- Maintains a comprehensive and balanced program of supports in collaboration with school staff
- Provides support and information for other school programs and stakeholders
- Demonstrates effective scheduling and time management skills
- Identifies and manages available resources to address student and/or stakeholder needs
- Organizes, maintains and analyzes appropriate program data to guide planning, develop teams, and assist students

*Standard 3 Rubric*

<b>Highly Effective</b>	<b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>Approaching Effective</b>	<b>Ineffective</b>
In addition to meeting the standard, the Student Support Advisor consistently demonstrates extensive knowledge and leadership in planning and coordinating school programs and support services within established guidelines, policies, and procedures.	The Student Support Advisor (SSA) plans and coordinates school programs and support services which are consistent with established guidelines, policies, and procedures.	The Student Support Advisor inconsistently plans and coordinates school programs and support services within established guidelines, policies, and procedures.	The Student Support Advisor rarely plans and coordinates school programs and support services within established guidelines, policies, and procedures.

**Performance Standard 4: Program Services Delivery**

The Student Support Advisor (SSA) uses program based knowledge and skills to implement services and support for the target learning community consistent with established standards, requirements, and guidelines.

The Student Support Advisor:

- Assists students, teachers, families, and other service providers to facilitate positive student growth and well-being
- Provides support and direction for school based intervention plan development and decision making
- Coordination of school, division, family and community stakeholders to promote holistic success currently and beyond graduation
- Effectively utilizes school and community resources to support in the discipline process
- Implements and facilitates student support structures, including comprehensive support plans and transition plans from alternative placement
- Integrates technology to enhance student learning

*Standard 4 Rubric*

<b>Highly Effective</b>	<b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>Approaching Effective</b>	<b>Ineffective</b>
In addition to meeting the standard, the Student Support Advisor is a highly effective leader role in using knowledge of and skills related to the curriculum/field to implement services and support for the target learning community within established standards, requirements, and guidelines.	The Student Support Advisor uses program based knowledge and skills to implement services and support for the target learning community consistent with established standards, requirements, and guidelines.	The Student Support Advisor inconsistently demonstrates knowledge of and skills related to the curriculum/field to implement services and support for the target learning community within established standards, requirements, and guidelines.	The Student Support Advisor rarely demonstrates knowledge of, and skills related to the curriculum/field to implement services and support for the target learning community within established standards, requirements, and guidelines.

**Performance Standard 5: Communication and Collaboration**

The Student Support Advisor (SSA) communicates and collaborates effectively with students, parents, teachers, administrators, and other education specialists to support and enhance program and/or student progress.

The Student Support Advisor:

- Initiates and maintains appropriate communication to support the needs of stakeholders
- Works collaboratively to support student success and wellbeing
- Establishes a climate of trust and integrity by being respectful, responsible, caring, trustworthy, and fair
- Uses effective written, verbal, and nonverbal communication skills
- Supports, promotes, and communicates the mission, vision, and goals of the school and the school division
- Collaborates with programs and specialized areas within the school and community

*Standard 5 Rubric*

<b>Highly Effective</b>	<b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>Approaching Effective</b>	<b>Ineffective</b>
In addition to meeting the standard, the Student Support Advisor demonstrates initiative to increase the level of effective communication and collaboration with students, parents, teachers, administrators, and other education specialists to support and enhance program and/or student progress	The Student Support Advisor communicates and collaborates effectively with students, parents, teachers, administrators, and other education specialists to support and enhance program and/or student progress.	The Student Support Advisor inconsistently communicates and collaborates effectively with students, parents, teachers, administrators, and other education specialists to support and enhance program and/or student progress.	The Student Support Advisor rarely communicates and has difficulty collaborating effectively with students, parents, teachers, administrators, and other education specialists to support and enhance program and/or student progress.

**Performance Standard 6: Professionalism**

The Student Support Advisor (SSA) fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

The Student Support Advisor:

- Works within professional and ethical guidelines to improve student learning and to meet school, division, state, and federal requirements
- Models professional, approachable behavior and cultural competency to students, staff, and other stakeholders
- Maintains confidentiality
- Works in a collaborative manner with other administrators, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school division
- Takes initiative for personal and professional growth by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher
- Contributes to a culture of respect, understanding, sensitivity, availability, and appreciation for students, staff and other stakeholders and serves as a role-model on a daily basis
- Facilitates professional development for teachers, administration and staff to further understanding of programs that support the whole student

*Standard 6 Rubric*

<b>Highly Effective</b>	<b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>Approaching Effective</b>	<b>Ineffective</b>
The Student Support Advisor demonstrates professionalism within or beyond the school division through published works, formal presentations, and/or formal recognition or awards.	<b>The Student Support Advisor fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and/or contributing to the profession.</b>	The Student Support Advisor is inconsistent in demonstrating professional standards, in engaging in continuous professional development, or in contributing to the profession.	The Student Support Advisor shows disregard for professional standards and ethics and/or for engaging in continuous professional development, or contributing to the profession.

**Performance Standard 7: Student/Program Progress**

The Student Support Advisor (SSA)'s leadership results in acceptable, measurable student and/or program progress based on established standards and division goals.

The Student Support Advisor:

- Works in collaboration with the leadership team to utilize research-based methodology for gathering and analyzing data from multiple measures to support student progress
- Supports teachers in the development of student success through the implementation of programs designed to offer students additional support as needed
- Maintains appropriate documentation for all students, supporting and updating members of various teams (including, but not limited to: IEP, EL, 504, Attendance, Counseling) as needed
- Seeks to assess the strengths and weaknesses of students through records, observations, resource personnel, testing, and student and/or parent contacts
- Identifies, establishes, and monitors additional means of support and/or resources to increase student progress

*Standard 7 Rubric*

<b>Highly Effective</b>	<b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>Approaching Effective</b>	<b>Ineffective</b>
In addition to meeting the standard, the Student Support Advisor's leadership results in a high level of student progress with all populations of learners.	<b>The Student Support Advisor's leadership results in acceptable, measurable student progress based on established standards with all populations of learners.</b>	The Student Support Advisor's leadership results in student progress that inconsistently meets the established standard.	The Student Support Advisor's lack of leadership contributes to inadequate student progress.

**Performance Management Office Contact Information 2023-2024**

Performance Management Team	Contact Information	Point of Contact for:
Tanisha Holland <i>Supervisor</i>	<a href="mailto:tanisha.holland@lcps.org">tanisha.holland@lcps.org</a> 571-252-1596	High Schools Superintendent's Office School Leadership Department of Teaching and Learning Department of Business and Financial Services
Katie Hackett <i>Coordinator</i>	<a href="mailto:kathleen.hackett@lcps.org">kathleen.hackett@lcps.org</a> 571-252-6561	Elementary Schools Middle Schools Department of Digital Innovation Department of Human Resources and Talent Development Department of Student Services Department of Support Services
Michele Fulcer <i>HRTD Representative</i>	<a href="mailto:michele.fulcer@lcps.org">michele.fulcer@lcps.org</a> 571-252-1339	Perform Platform Technical Support

## Glossary

**Continuing Contract** – As stated in Loudoun County Public School Policy 7650, a probationary term of service for three years in the Loudoun County School System shall be required before a teacher is issued a continuing contract; except that once a continuing contract status has been obtained in another school division in Virginia, a two-year probationary period will be made a part of the contract of employment in Loudoun County. A minimum of 160 contractual teaching days during the school year shall be deemed the equivalent of one year in the first year of service by the teacher.

**Contract Status, A-1, A-2, A-3** – Contract designation by the Department of Human Resources and Talent Development during the contract process to distinguish the first-year annual contract, second year annual contract, and third year annual contract.

**End of Year (EOY) Contract** – Contract issued to licensed employees who work less than 160 contract days in one school year. These employees are not guaranteed positions for the following year.

**Evaluation Cycle** – After three (3) years of receiving an overall successful performance rating for licensed and administrative staff employees may be placed on a three-year evaluation cycle and receive formal evaluations every three years. The principal/supervisor may change the evaluation status from informal to formal at any time. The employee and Performance Management within the Department of Human Resources and Talent Development will be notified if a change in evaluation status is recommended.

**Mid-Year Support** – Support provided through the Department of Human Resources for licensed employees who have the possibility of receiving a less than effective evaluation that could result in an Ineffective rating and/or termination/non-renewal.

**Next Year Continuing** – Contract designation by the Department of Human Resources and Talent Development during the contract process to distinguish the employee completing three years of successful teaching performance and earning continuing contract status.

**Non-Continuing Contract (Probationary)** – As stated in Loudoun County Public School Policy 7650, a probationary term of service for three years in LCPS shall be required before a teacher is issued a continuing contract.

**Non-Renewable License** – A provisional license issued by the Commonwealth of Virginia which allows up to three (3) years to meet specified requirements.

**Plan of Improvement** – A school-based plan will be instituted for a licensed employee rated at the Approaching Effective or Ineffective level on two or more standards, if the overall summative rating does not result in an Ineffective rating. The plan will include specific goals for improvement, support to be provided, and a timeline in which the improvement is expected.

**Plan of Assistance** – If a continuing contract, licensed employee receives an overall rating of Ineffective for a summative evaluation, a formal Plan of Assistance through Performance Management within the Department of Human Resources and Talent Development must be implemented at the beginning of the following year if employment continues.

**Provisional License** – A nonrenewable license issued for a period of three (3) years to individuals who will be employed by a school district, and who have not met all the requirements required for the content area, to include any assessments and coursework.

**Renewable License** – A license issued by the Commonwealth of Virginia to teachers with a ten (10) year timeframe in which to obtain the 270 points necessary to renew.

**Special Contract** – Contract designation by the Department of Human Resources and Talent Development during the contract process to distinguish the teacher who is employed for less than seven (7.0) hours per day.

**Virginia Clause Teacher** – As stated in Loudoun County Public School Policy 7650, legal reference: Code of Virginia §22.1-303, “Once a continuing contract status has been attained in a school district in the State of Virginia, another probationary period need not be served in any other school district unless such probationary period, not to exceed two years, is made a part of the contract of employment.” Upon receipt of two successful evaluations, the teacher will be recommended for Continuing Contract.