

II. DPAS II and the Delaware Framework for Specialists

Component 1: Planning and Preparation

| CRITERION | LEVEL OF PERFORMANCE | | | |
|--|---|--|---|--|
| | INEFFECTIVE | NEEDS IMPROVEMENT | EFFECTIVE | HIGHLY EFFECTIVE |
| 1a. Designing Coherent Programs or Services Aligned with State and National Standards | The program is not aligned to state/national standards and/or resources; activities are inappropriate in nature for the group being served. | The program is partially aligned to state/national standards and/or the activities partially support the needs of the clients being served. | The program is aligned to state/national standards, and the activities are appropriate for those being served. | The program is aligned to state/national standards and the activities are appropriate for those being served and are shared with a variety of members of the community, as applicable. |
| 1b. Demonstrating Knowledge of Best Practice and/or Models of Delivery | Little or no knowledge of best practices and/or models of delivery are identified and/or they are inappropriate for the group being served or the setting in which it is implemented. | There is partial knowledge of best practices and/or models of services indicated in the plan that will meet the needs of most of those being served. | Solid knowledge of best practices and/or models of delivery of services are indicated in the plan and the selected practices are appropriate to those being served. | There is a deep knowledge of the practices/models of delivery indicated in the plan which are appropriate to those being served and extend into applications in the school community beyond the school. |
| 1c. Demonstrating Knowledge of Students and/or Clients | Little to no knowledge of the developmental, learning, social, and cultural needs of the students or clients is demonstrated in the plan with no specific means of addressing the elements. | There is partial knowledge of the developmental, learning, social, and cultural needs of the clients demonstrated in the plan with each element partially being addressed. | There is a solid knowledge of the developmental, learning, social, and cultural needs of the students or clients demonstrated in the plan to include at least one specified means of addressing each noted in the plan. | There is a deep knowledge of the developmental, learning, social, and cultural needs of the students or clients with a variety of ways to address each noted in the plan. |
| 1d. Demonstrating Knowledge of Resources | Little to no knowledge of how to select and/or access resources to support the program and understanding of the program are demonstrated. | There is partial knowledge of how to select and/or access the resources and an emerging understanding of how the resources support the needs of the program. | There is a solid knowledge of the resources available and how to access them and they are used to extend knowledge of the program at the building level. | There is a deep knowledge of the resources available and an understanding of how to access them within the school community and beyond and they are used to extend the knowledge of the program beyond the school setting. |
| 1e. Demonstrating Knowledge of How to Design or Use Assessments | Assessment tools are inappropriate and/or not used in planning. | The assessment tools are appropriate and they are partially used in planning. | The assessment tools are appropriate and clearly used in planning and the results are shared with staff, when appropriate. | There are multiple assessment tools that are appropriate and they are used in planning and are shared with a variety of groups beyond the school where appropriate. |

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Component 2: Professional Practice and Delivery of Service

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| | INEFFECTIVE | NEEDS IMPROVEMENT | EFFECTIVE | HIGHLY EFFECTIVE |
| 2a. Creating an Environment to Support Student or Client Needs | Interaction with at least some staff and students is negative, demeaning, sarcastic, or inappropriate. Students/stakeholders exhibit disrespect for the specialist. Specialist allows or encourages interactions between others that mirror the above. | Interactions are generally appropriate but may indicate a disregard for the needs of the stakeholders and/or their culture. Students/stakeholders exhibit only minimal respect for the specialist. The students/stakeholders in the setting do not demonstrate disrespect for each other. | The interactions are friendly and demonstrate general caring and respect. Interactions are appropriate to the age and culture of the students/stakeholders and they exhibit respect for the specialist. Interactions in settings between students/stakeholders are generally polite and respectful. | Interactions with students/stakeholders reflect genuine respect and caring for individuals as well as the group. Students/stakeholders appear to trust the specialist with sensitive information. Students/stakeholders in the setting reflect the same characteristics when interacting with others. |
| 2b. Demonstrating Flexibility and Responsiveness | The specialist rigidly adheres to his/her plan, even when change is clearly needed. The specialist brushes aside the concerns or questions of the students/stakeholders. When the program is not successful the specialist blames the students/stakeholders or the environment. | The specialist attempts to adjust the program when needed with partial success. The specialist attempts to accommodate the concerns and questions of the students/stakeholders with partial success. The specialist accepts responsibility for the program but has a limited repertoire of strategies. | The specialist makes minor adjustments to the program which enhances the success. The specialist successfully accommodates questions for the students/stakeholders. The specialist accepts responsibility for the program and works to include students/stakeholders who are resistant. The specialist has a broad repertoire of strategies. | The specialist makes major adjustments to the program when needed to guarantee the effectiveness of the program. The specialist seizes the opportunity to enhance the program through work with others. The specialist persists in seeking effective approaches for students/stakeholders, has a broad repertoire of strategies, and solicits additional resources for the program. |
| 2c. Communicating Clearly and Accurately | The purpose of the communication is unclear or confusing to the students/stakeholders. It may contain inappropriate language and/or major errors when speaking or in writing. | The purpose of the communication is vague with clarifications after initial response from students/stakeholders. The explanation is uneven and may be difficult to follow. There are few errors in speaking or writing. | The purpose of the communication is clear to all and the content is appropriate and connects with students'/stakeholders' knowledge and experience. There are no errors in speaking or writing. | The purpose of the communication is clear to all and the content is differentiated to meet the needs of the readers. There are no errors in speaking and writing. |
| 2d. Delivery of Services to Students or Clients | The setting is not safe and/or some students/stakeholders do not have appropriate access to services. Considerable time is lost in delivery of services due to the managing of procedures by the specialist. Routines are ineffective resulting in significant loss of time. Standards of conduct are not clearly established and result in loss of time. National standards/models of delivery are not the focus of the specialist. | The setting is safe, and at least essential services are accessible to most students/stakeholders. Some time is lost in the delivery of services due to the managing of procedures by the specialist. Routines function moderately well with some loss of time. Standards of conduct may be established but are not consistent. National standards/models of delivery are present and beginning to be implemented. | The setting is safe, and the services are equally accessible to all students/stakeholders. Effective systems for the delivery of services result in little loss of instructional time. Routines occur smoothly with little loss of time. Standards of conduct are established and generally consistent. National standards/models of delivery are present and support the success of the program. | The specialist advocates for accessibility of services for all students/stakeholders. Systems for performing delivery of services are well established and optimize the time for services. Routines are seamless and optimize the time for delivery of services. Standards of conduct are well established and consistent. National standards/models of delivery are well established and reflect the high involvement of the specialist within and outside of the school setting. |

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Component 3: Professional Consultation and Collaboration

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| | INEFFECTIVE | NEEDS IMPROVEMENT | EFFECTIVE | HIGHLY EFFECTIVE |
| 3a. Collaborating with Others | The specialist declines or resists collaboration with others in the design of the program to meet the needs of the school. | The specialist collaborates with others in the design of the program but is only partially successful in meeting the needs of the school. | The specialist collaborates with others in the design of the plan and meeting the needs of the school. | The specialist collaborates with others in the design of the plan and seeks input from all levels to assure the needs of the school/district are being met. |
| 3b. Serving as a Consultant to the School Community | The specialist declines or resists serving as a consultant to the school community. | The specialist serves as a consultant to the school community but the services may be inconsistent. | The specialist serves as a consultant to the school community and shares expertise with others frequently. | The specialist serves as a consultant to the school community and seeks ways to share expertise within the school setting and beyond. |
| 3c. Providing Resources and Access | The specialist fails to locate and provide the resources to support the needs to the students/stakeholders or must be directed to do so. The specialist is not accessible to students/stakeholders. | The specialist locates resources to support the program but they may be limited to only giving them to the student/stakeholder when requested to do so. The specialist is accessible to the students/stakeholder upon request. | The specialist locates resources to support the program that supports the needs of the school and clients. The specialist is accessible and shares his/her expertise with the staff to support the accurate use of the resources. | The specialist locates resources to support the program and the needs of the school and clients. The specialist is accessible and shares his/her expertise with the staff to support the accurate use of the resources. The specialist seeks and provides resources beyond the school setting to enhance the program. |
| 3d. Maintaining Professional Standards | The specialist resists application of adopted professional standards and may select inappropriate means of delivering the program and/or does not follow established procedures and guidelines. | The specialist attempts to apply the adopted standards but may do so inconsistently. The specialist does follow the established procedures and guidelines. | The specialist applies the adopted standards consistently in the school setting. The specialist follows all established procedures and guidelines. The specialist shares findings, as appropriate. | The specialist applies the adopted standards consistently in the school setting. The specialist follows all established procedures and guidelines. The specialist draws from a broad repertoire of strategies and shares expertise and findings with others, as appropriate. |
| 3e. Using Assessment Data in Planning and Delivery of Services | The specialist fails to seek and use data to inform the planning and delivery of services to the school and/or the data is in disarray. | The specialist seeks and uses data to inform some aspects of planning and delivery of services but implementation is inconsistent. | The specialist seeks and uses data to inform planning and delivery of services. The specialist shares the data with others as appropriate to enhance the services provided to students and stakeholders. | The specialist seeks and uses data to inform planning and delivery of services. The specialist shares the data with others as appropriate to enhance the services provided to students and stakeholders. The specialist uses the data to inform those at the district level of progress. |

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Component 4: Professional Responsibilities

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| 4a: Communicating with Families/Clients | The specialist provides little or no information about the program to families or clients. The communication with others may be inappropriate and insensitive. The communication is not provided in a timely manner. | The specialist participates in required activities related to communication but offers little additional information. Responses to families/clients are minimal. The specialist makes modest and partially successful attempts to engage families and others in the program. Information is provided in a timely manner. | The specialist provides frequent information to families and clients about the program. Communication about progress and other related information is on a regular basis and addresses the concerns of the families/clients. The specialist is successful in engaging others within the school in the program. Information is provided in a timely manner. | The specialist provides frequent information about the program and seeks additional input on how to improve the program. Communication about progress and other related information is frequent and addresses the concerns of the families/clients. The specialist is successful in engaging the program both inside the school setting and beyond. Information is provided in a timely manner and is thorough. |
| 4b: Recording Data in a Student Record System | The record keeping system is limited to entries of completion only and in disarray. There is no apparent system for maintaining information related to students/stakeholders/program or it is in disarray. The specialist records are in such disarray that it results in error and/or confusion. | The record keeping system is rudimentary and only partially effective. The information related to students/stakeholders/program is partially present. The records are accurate but require frequent monitoring by the specialist to avoid errors or confusion. | The record keeping system is complete and effective. The information on progress of students/stakeholders/program is complete and used to effectively report progress. The information is effectively used to improve the program or services. | The record keeping system is complete and effective, and the specialist seeks input from others. The information is complete and effectively used to report progress. The input from others is used to improve services. |
| 4c: Growing and Developing Professionally | The specialist does not demonstrate how he/she takes part in professional development and uses the knowledge to improve practice. The specialist does not take an active part in the professional learning community both within the school setting and beyond. | The specialist demonstrates how he/she has taken part in professional development that is required and makes some connections to how the knowledge was used to improve practice. The specialist takes part in the professional learning community only to the extent to which it is required. | The specialist demonstrates how he/she has actively sought professional development related to the program and used it to improve practice. The specialist takes an active role in the professional learning community within the school setting. | The specialist demonstrates how he/she takes an active part in professional development through a leadership role and how he/she helps others to use the knowledge to better practice. The specialist leads the professional learning community within the school setting and contributes to the professional learning community at the local and state level. |
| 4d: Reflecting on Professional Practice | The specialist does not know whether the program was effective or the goals were achieved using data. The specialist has no suggestions for how the program could be improved or how the goals could have been met. | The specialist has a generally accurate impression of the program's effectiveness and the extent to which goals were met using data. He/she can make general suggestions about how to improve the program or to meet goals for the next cycle. | The specialist makes an accurate assessment of the effectiveness of the program and the extent to which goals were met using data. He/she can make a few specific suggestions of what could be tried to improve the program and meet the goals for the next cycle. | The specialist makes a thorough and accurate assessment of the effectiveness of the program and the extent to which they met goals with data. He/she draws upon an extensive repertoire of skills and offers specific alternate actions on how to improve the program and meet the goals. |