

Delaware Framework for Specialists Critical Attributes and Possible Examples

[Special Education Specialists (Special Education Coordinators, Educational Diagnosticians, Elementary Special Education Instructional Specialist)]

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Delaware Framework for Specialists Critical Attributes and Possible Examples

Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson was first published by ASCD in 1996, and quickly found wide acceptance and acclaim across the nation for its research-based definition of good teaching. As Charlotte Danielson notes, however, the Framework for Teaching (FFT) is just that, a definition of teaching that did not address the work of many specialists, including special education specialists. Recognizing the need for a similar definition for such positions, Charlotte Danielson added rubrics for several specialists in the second edition of the Framework for Teaching in 2007. In those specialist rubrics, the basic architecture of the Framework for Teaching remained, with the components adjusted to ensure relevance and alignment with the work of specialist groups.

The Danielson Group published the Framework for Teaching Evaluation Instrument in 2011 and a second edition in 2013. The Evaluation Instrument contained rubric language for each component at all four levels of performance, as well as critical attributes and possible examples for each of those levels of performance.

In Delaware, special education specialists facilitate the provision of services to students with special needs in public schools according to IDEA and ADA regulations. Special education specialists may work at the building or district level to improve student achievement and promote educational equity. Special education specialists serve as a resource to individual students, teachers, families, the school as a whole and their communities.

In an attempt to address the specific characteristics of special education specialists in the state of Delaware and to acknowledge the areas of alignment between the job descriptions, state and Federal rules and regulations, and the Delaware Specialist rubrics, a representation of special education specialists from across the state of Delaware was consulted in the development of this document. Together with a consultant from the Danielson Group, the special education specialists crafted a set of critical attributes and possible examples for each criterion across all four levels of performance. These examples are by no means meant to be exhaustive. Indeed, the broad and diverse world of special education specialists demanded we develop examples from as many perspectives as possible based upon the concepts embedded in the Delaware Specialists rubrics.

This document can be used in multiple ways. It can be used by observers to identify, collect, sort, and align accurate evidence for each criterion. The critical attributes and possible examples can also help these observers in providing specific feedback and actionable recommendations to specialists who provide valuable service to their school communities. Moreover, the document can help to support a common understanding between the observer and specialist on expected performances and could be used as a tool to promote professional learning. Finally, the document is meant to be a working document that can be used by specialists and observers to hone their understanding of the criteria. Specialists and observers are encouraged to add additional examples specific to the specialists'

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responsibilities related to the vision, mission, and/or goals of their specific LEA and/or school. By using this document in these ways, this document can be used to promote growth for the specialist and for those who observe them.

Practicing Delaware special education specialists were consulted in the development of this rubric. Utilization of this rubric is meant to support quality practice and promote professional development and conversations within the school community. We are deeply indebted to those committed and knowledgeable specialists from the state of Delaware who provided the necessary expertise and insight to the development of this document.

Delaware Specialists involved in the development of this document:

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Component One: Planning and Preparation

Component One defines how a specialist plans for the delivery of services. While each group commands its unique content knowledge and expertise, when placed in the school setting the specialists focus on supporting the needs of the students, parents, and staff. Each group possesses a deep knowledge of the needs and characteristics of the groups they serve, from young students to adults. They know about resources within the school and/or community that can be obtained and used to meet the needs of the school, LEA, or individuals.

When planning, these professionals consult the current standards of practice established by their national committees. They rely on this knowledge base to guide them in determining the standards of effective practice. Further, the specialists select or design and implement assessment techniques to document student progress, to inform future service delivery, to guide student improvement, and to use technology when and where appropriate.

1a. Designing Coherent Programs or Services

The specialist designs activities and plans for services that support the needs of the students or clients served.

Indicators:

- The specialist selects goals and activities that are aligned with LEA plans or initiatives.
- Goals and activities are appropriate for all stakeholders.
- The specialist communicates how and why the goals and activities are relevant.
- Goals and activities are aligned with the sequence of services.

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	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.

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<p>Critical Attributes</p>	<ul style="list-style-type: none"> ● The specialist selects goals and activities that are not aligned with LEA plans or initiatives and do not adhere to state and federal regulations. ● Goals and activities are not appropriate and do not meet the needs of all stakeholders. ● The specialist does not communicate how and why the goals and activities are relevant. ● Goals and activities are not aligned with the sequence of services. 	<ul style="list-style-type: none"> ● The specialist selects goals and activities that are partially aligned with LEA plans or initiatives and partially adhere to state and federal regulations. ● Goals and activities are appropriate and partially meet the needs of all stakeholders. ● The specialist’s communication regarding how and why the goals and activities are relevant is vague. ● Goals and activities are partially aligned with the sequence of services. 	<ul style="list-style-type: none"> ● The specialist selects goals and activities that are aligned with LEA plans or initiatives and adhere to state and federal regulations. ● Goals and activities are clear, appropriate, and meet the needs of all stakeholders. ● The specialist clearly communicates how and why the goals and activities are relevant. ● Goals and activities are aligned with the sequence of services. 	<ul style="list-style-type: none"> ● The specialist selects goals and activities that enhance or extend LEA plans or initiatives and consistently align to state and federal regulations. ● Goals and activities are clear and appropriate for all stakeholders and are shared with a variety of members of the community, as applicable. ● The specialist effectively communicates how and why the goals and activities are important to stakeholders. ● Goals and activities are aligned with and enhance the sequence of services.
<p>Possible Examples</p>	<ul style="list-style-type: none"> ● Within the student transition survey, the student exhibited an interest in cosmetology. The special education coordinator outlined activities in the IEP that included interests in criminal justice and early childhood education. 	<ul style="list-style-type: none"> ● When planning for a 12th-grade student’s IEP, the educational diagnostician included the necessary related service providers and classroom teachers but failed to include DVR to provide input for support after high school. ● The special education coordinator collaborated 	<ul style="list-style-type: none"> ● In an IEP meeting, the educational diagnostician explains the purpose of a new goal to parents. ● The special education coordinator made sure that the IEP goals were compliant to federal regulations and common core standards prior to the IEP meeting. 	<ul style="list-style-type: none"> ● When students are of transition age, a meeting is scheduled with the next building. Following the meeting, the educational diagnostician met with the building team to prepare for the incoming needs of the student. ● The special education coordinator attended the

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	<ul style="list-style-type: none"> ● The evaluation results for an elementary student resulted in an area of need in reading decoding. The educational diagnostician supported the teacher in planning specially designed instruction in the area of reading comprehension. ● And others... 	<p>with the speech therapist and classroom teacher to design a plan for increasing vocabulary and communication for a student but failed to take steps to make sure the teacher implementing was properly trained to do so.</p> <ul style="list-style-type: none"> ● And others... 	<ul style="list-style-type: none"> ● The educational diagnostician planned specially designed instruction times with a teacher to ensure the times were relevant to the severity of the need. ● And others... 	<p>PECS training with the speech therapist and a classroom teacher in order to be an integral member of the team trained to implement the program in the school.</p> <ul style="list-style-type: none"> ● And others...
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1b. Demonstrating Knowledge of Best Practice and Models of Delivery (Optional)

The specialist uses practices and models of delivery that are aligned with local and national standards.

Indicators:

- The specialist demonstrates solid knowledge of best practices and models of delivery while planning.
- The specialist identifies the important components of the profession and applies them appropriately for their stakeholders.
- The specialist considers intra-disciplinary connections and plans how they will help stakeholders.
- The specialist identifies how professional services are related to and support other disciplines.

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	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.

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<p>Critical Attributes</p>	<ul style="list-style-type: none"> ● The specialist demonstrates limited knowledge of best practices and/or appropriate models of delivery of service when planning. ● The specialist does not adhere to laws and regulations pertinent to their professional practice when planning delivery of services. ● The specialist fails to identify or share information needed by the team to meet the stakeholders' needs. ● The specialist fails to identify how the related services and community connections can support each other to meet the needs of all stakeholders. 	<ul style="list-style-type: none"> ● The specialist demonstrates partial knowledge of best practices and/or appropriate models of delivery of service when planning. ● The specialist mostly adheres to laws and regulations pertinent to their professional practice. ● The specialist can identify and share some information needed by the team to meet the stakeholders' needs. ● The specialist sometimes considers related services and community connections and how they will help stakeholders. 	<ul style="list-style-type: none"> ● The specialist demonstrates solid knowledge of best practices and/or appropriate models of delivery of service when planning. ● The specialist adheres to laws and regulations pertinent to their professional practice to inform their delivery of service. ● The specialist can identify and share all appropriate information needed by the team to meet the stakeholders' needs. ● The specialist considers related services and community connections and plans how they will help stakeholders. 	<ul style="list-style-type: none"> ● The specialist demonstrates extensive knowledge of best practices and/or appropriate models of delivery of service when planning. ● The specialist demonstrates an expertise of laws and regulations pertinent to their professional practice to inform their delivery of service. ● The specialist can identify and share all appropriate information needed by the team to meet the stakeholders' needs, which creates connections in the school and beyond. ● The specialist consistently incorporates related services and community connections, and plans how they will help stakeholders.
<p>Possible Examples</p>	<ul style="list-style-type: none"> ● In scheduling for the upcoming year, the educational diagnostician did not consider student data when planning for student placement. 	<ul style="list-style-type: none"> ● The educational diagnostician, in the past, had used the progress monitoring data to plan for specialized instruction but failed to use the data to develop the plan for a 	<ul style="list-style-type: none"> ● The special education coordinator used the results from the parent survey in the planning of the student's Annual IEP. 	<ul style="list-style-type: none"> ● The educational diagnostician planned professional development for the co-teaching teams in the building that supported their understanding of each co-teaching model and

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	<ul style="list-style-type: none"> ● After a request from the classroom teacher, the special education coordinator failed to schedule a time to observe the student prior to the IEP meeting. ● And others... 	<p>student with social/emotional needs.</p> <ul style="list-style-type: none"> ● In planning for a 3-year re-evaluation, the educational diagnostician obtained permission for some of the necessary evaluation methods needed for a comprehensive understanding of the student's areas of need. The educational diagnostician failed to obtain permission for the Occupational Therapy assessments when there were concerns about fine motor abilities. ● And others... 	<ul style="list-style-type: none"> ● The educational diagnostician sent home a draft copy of the IEP prior to the IEP meeting. ● In planning for a 3-year re-evaluation, the educational diagnostician obtained permission for the necessary evaluation methods needed for a comprehensive understanding of the student's areas of need. ● And others... 	<p>how/when to utilize each specific model to effectively plan for service delivery.</p> <ul style="list-style-type: none"> ● The special education coordinator planned and organized the transportation, scheduling, and funding to support the life skills classroom teacher in taking her students to Applebee's. ● The educational diagnostician scheduled the district social worker to meet with a student regarding homebound services that are available while the student needed to be at home with a sick guardian. ● And others...
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1c. Demonstrating Knowledge of Students or Clients (Optional)

The specialist shows knowledge of the needs and characteristics of the students or clients, including their approaches to learning, knowledge, skills, and interests.

Indicators:

- The specialist determines the stakeholders' needs and uses that information in planning service delivery.
- The specialist values stakeholders' interests and diverse backgrounds.
- The specialist collects information about each student's learning and medical needs as appropriate.
- The specialist collects student information from a variety of sources.

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- The specialist refers to this information when considering adaptations or accommodations for service delivery.
- The specialist uses student information when creating intervention and/or instructional plans.

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	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.
Critical Attributes	<ul style="list-style-type: none"> ● The specialist fails to determine the stakeholders' needs and is unable to use information in planning service delivery. ● The specialist does not value stakeholders' interests and cultural diversity resisting becoming knowledgeable of individual backgrounds. ● The specialist does not collect information about each student's learning and medical needs and does not share with colleagues as appropriate. 	<ul style="list-style-type: none"> ● The specialist attempts to determine the stakeholders' needs and uses that information in planning service delivery. ● The specialist has a general knowledge of stakeholders' individual backgrounds. ● The specialist collects information about most student's learning and medical needs but only shares with necessary colleagues as time permits. 	<ul style="list-style-type: none"> ● The specialist determines the stakeholders' needs and uses that information in planning service delivery. ● The specialist values stakeholders' interests and diversity by being knowledgeable of individual backgrounds. ● The specialist collects information about each student's learning and medical needs and shares with necessary colleagues as appropriate. 	<ul style="list-style-type: none"> ● The specialist consistently determines the stakeholders' needs and uses that information to enhance the planning and service delivery. ● The specialist values stakeholders' interests and diversity by being knowledgeable of individual backgrounds and accommodates them by meeting their needs. ● The specialist collects information about each student's learning and medical needs and shares with necessary colleagues and supports the implementation as appropriate.

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Possible Examples	<ul style="list-style-type: none"> ● The Special Education Coordinator attended the meeting with no knowledge of the student and was unable to contribute any valuable feedback on educational planning. ● The special education facilitator received an IEP from a former school district and did not hold the meeting within 60 days of enrollment. ● And others... 	<ul style="list-style-type: none"> ● The Educational Diagnostician received and read the parent input form, which outlined parental concerns they would like addressed during the meeting. However, the educational diagnostician did not invite all needed attendees to the IEP meeting. ● The Educational Diagnostician received an IEP from a former school district and presented it to the team, for the first time, during the IEP meeting. ● The Special Education Coordinator scheduled an annual IEP meeting including a notice of meeting in Spanish, but failed to invite the interpreter for this Spanish speaking family. ● And others... 	<ul style="list-style-type: none"> ● The Special Education Coordinator observed the student once or twice before the IEP meeting. ● The Educational Diagnostician held a 5-minute pre-meeting before the IEP meeting to learn more about the student. ● When sending out the Notice of Meeting for meeting attendees, the Educational Diagnostician considered all related services and community resources, which should be invited to the meeting. ● And others... 	<ul style="list-style-type: none"> ● Educational Diagnostician collaborated with a student's former teachers and related service staff in order to program effectively. The Educational Diagnostician also checked in with the current teacher to determine what support she needed in order to be successful in teaching the student. ● In preparation for the IEP meeting, the Special Education Coordinator called the parent to review and clarify any concerns, as well as prepare the parent for who would be at the table during the meeting and how the meeting agenda would run. ● And others...
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1d. Demonstrating Knowledge of Resources

The specialist selects appropriate resources, either within or outside of the school, which support the needs of students or clients.

Indicators:

- All materials and resources are suitable for the stakeholders and support the stated goals of service.

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- The specialist assures that activities and tasks support meaningful provision of services for all stakeholders.
- When appropriate and possible, the specialist uses technology to enhance service delivery.
- The specialist assures that all stakeholders are informed of available resources within the LEA and/or community.

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	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.
Critical Attributes	<ul style="list-style-type: none"> ● Materials and resources are not suitable for the stakeholders and do not support the stated goals of service. ● The specialist fails to assure that activities and tasks support meaningful provision of services for all stakeholders. ● The specialist resists using technology to enhance service delivery. ● The specialist fails to inform stakeholders of available resources within the LEA and/or community. 	<ul style="list-style-type: none"> ● Materials and resources are somewhat suitable for the stakeholders and sometimes support the stated goals of service. ● The specialist provides minimal assurance that activities and tasks support meaningful provision of services for all stakeholders. ● The specialist attempts to use technology to enhance service delivery. ● The specialist attempts to inform all stakeholders of available resources within the LEA and/or community. 	<ul style="list-style-type: none"> ● All materials and resources are suitable for the stakeholders and support the stated goals of service. ● The specialist assures that activities and tasks support meaningful provision of services for all stakeholders. ● The specialist uses technology to enhance service delivery. ● The specialist assures that all stakeholders are informed of available resources within the LEA and/or community. 	<ul style="list-style-type: none"> ● The specialist provides materials and resources that are suitable for the stakeholders, support the stated goals of service, and are accessible to provide assistance. ● The specialist assures and continuously monitors that activities and tasks support meaningful provision of services for all stakeholders. ● The specialist uses various technology platforms to enhance service delivery. ● The specialist continuously researches available resources

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				within the LEA and/or community in order to assure that all stakeholders are informed.
Possible Examples	<ul style="list-style-type: none"> ● In preparation for the IEP meeting, the parent asked for a specific program or related service and the Educational Diagnostician stated, “We do not provide that here.” ● In planning for a student’s transportation to school, the Special Education Coordinator failed to consider medical conditions that would require a climate controlled bus and placed the student on a non-climate controlled bus. ● And others... 	<ul style="list-style-type: none"> ● During planning for a student schedule, the Educational Diagnostician does not inform the classroom teacher of a behavior support plan. ● The education diagnostician planned to utilize her laptop and SmartBoard for the IEP meeting. At the start of the meeting, she was unable to work the projector. The team had to wait for hard copies to be printed. ● The Special Education Coordinator planned for an IEP meeting for a student with a visual impairment but did not make any accommodations for the student to have access to view the IEP. She then asked him to sign the document at the end of the meeting. ● And others... 	<ul style="list-style-type: none"> ● The special education coordinator sent out the Notice of Meeting 10 days before the meeting to remind parents of the upcoming IEP meeting. ● The special education coordinator had the procedural safeguards available in the family’s native language. ● The special education facilitator invited DVR/DDDS to the IEP meetings on behalf of the family. ● And others... 	<ul style="list-style-type: none"> ● The special education facilitator proactively prepared parents to hear about DVR/DDDS services prior to the IEP meeting. At the meeting, referral applications were provided. ● The social/emotional coordinator had the student’s augmentative communication device programmed and available so the student could participate in the meeting. ● And others...

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1e. Demonstrating Knowledge of How to Design or Use Student Assessments

The specialist creates and/or selects assessments that are congruent with service delivery goals, criteria, and standards and to plans for the use of those assessments.

Indicators:

- The specialist supports the selection of assessments and/or areas in need of assessment that are fully aligned with goals for services.
- The specialist assists in the planning of the use of assessments to closely monitor student progress.
- The specialist is familiar with a broad array of assessment data related to the students they serve.
- The specialist uses information such as state assessment data, LEA assessment data, and classroom data when planning.
- The specialist uses the collective data to design services for groups and for individual students.

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	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.
Critical Attributes	<ul style="list-style-type: none"> ● The specialist does not engage in the selection of assessment tools aligned to areas of need. ● The specialist fails to utilize data from various assessment results to make recommendations for service delivery. 	<ul style="list-style-type: none"> ● The specialist supports the selection of assessment tools that are partially aligned to specific areas of need. ● The specialist analyzes data from various assessment results to make recommendations for service delivery in most, but not all, cases. 	<ul style="list-style-type: none"> ● The specialist actively participates in the selection of appropriate assessment tools aligned to specific areas of need. ● The specialist regularly analyzes data from various assessment results to make recommendations, support implementation of service delivery, and monitor student progress. 	<ul style="list-style-type: none"> ● The specialist collaborates with all stakeholders in the selection of appropriate assessment tools aligned to specific areas of need. ● The specialist consistently interprets data from various assessment results to design and support implementation of service delivery, and closely monitors student progress.

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<p>Possible Examples</p>	<ul style="list-style-type: none"> ● A teacher asked the special education coordinator for a tool to measure one of her student’s reading levels. The special education coordinator suggested that she use the student’s grades. ● The special education coordinator failed to inform the IEP team about assessment tools that were utilized prior to the IEP meeting, resulting in the student taking the same assessment multiple times, with multiple people. ● And others... 	<ul style="list-style-type: none"> ● The educational diagnostician had all students complete the DIBELS assessment even though only a few students demonstrated a phonics need. ● The educational diagnostician recommended the QRI assessment when the DAR would have been more appropriate to determine a student’s area of need. ● The special education coordinator had a brief conversation with the school psychologist about the use of a behavior rater. ● And others... 	<ul style="list-style-type: none"> ● The Educational Diagnostician collaborated with the School Psychologist and related service providers to choose a battery of assessments that would provide a comprehensive understanding of the student’s needs. ● The Special Education Coordinator met with the special education teacher to choose assessments that would provide relevant information about the student’s independent reading level. ● Utilizing progress monitoring data, the educational diagnostician was able to select the appropriate assessment tools to determine the specific area of need in the area of math problem solving. ● And others... 	<ul style="list-style-type: none"> ● The special education coordinator provided research on a new assessment tool and suggested use of the tool for an upcoming evaluation meeting. ● In advocating for a systematic approach, the special education coordinator, created a crosswalk resource describing each skill set and available assessment tools targeting those specific skills. ● And others...
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Component Two: Professional Practice and Delivery of Service

Each specialist establishes an environment to work with his or her clients. Although this environment may be shared with others, the specialist can design a setting that will meet the needs of their work. Specialists interact respectfully with students, staff, and others. They help students learn to interact respectfully. They build relationships with staff members, parents, and students creating a strong rapport. Each group, therefore, feels that their needs and interests are important and will be addressed.

Specialists command an extensive repertoire of instructional or professional strategies. They identify appropriate strategies to be used as they work with others. They realize that daily interactions and plans may require adjustment. They are responsive to change requests. In addition, they communicate clearly and accurately with clients, moving from discussions with students using student-friendly terms to practice-specific discussions with professionals. They seek information about their clients' backgrounds and work effectively with all ethnic groups.

As they deliver their services, specialists select resources and materials aligned to meet the needs of their clients. For example, they may seek information translated into another language to make certain that parents can read and access the material. They know how to assist their clients in securing resources and materials within the LEA and community.

2a. Creating an Environment to Support Student or Client Needs

The specialist creates an environment in which student or client needs are identified and valued; specialist and student or client interactions show rapport that is grounded in mutual respect.

Indicators:

- All stakeholders understand the specialist is there to support them.
- The specialist's and stakeholders' interactions reflect mutual respect and caring.
- The specialist's interactions are appropriate for the diversity of stakeholders.
- The specialist deals with sensitive interactions with stakeholders appropriately.
- The specialist models and sets expectations for stakeholder interactions.

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	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	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.
Critical Attributes	<ul style="list-style-type: none"> ● The specialist is rarely accessible to the stakeholders. ● The interactions between the specialist and stakeholders fail to demonstrate appropriate interactions that reflect mutual respect and caring. ● The specialist’s interactions are inappropriate for the diversity of stakeholders. ● The specialist resists dealing with sensitive interactions with stakeholders. ● The specialist does not model and set expectations for stakeholder interactions. 	<ul style="list-style-type: none"> ● The specialist is accessible to the stakeholders some of the time. ● The quality of the interactions between the specialist and stakeholders is uneven, with occasional disrespect or insensitivity. ● The specialist’s interactions are sometimes appropriate for the diversity of stakeholders. ● The quality of the interactions between the specialists and stakeholders is uneven, with occasional disrespect or insensitivity. 	<ul style="list-style-type: none"> ● The specialist is accessible to the stakeholders. ● The interactions between the specialist and stakeholders reflect mutual respect and caring. ● The specialist uses vocabulary that demonstrates an appropriate understanding of the diversity of students/stakeholders. ● The specialist deals with sensitive interactions with stakeholders appropriately. 	<ul style="list-style-type: none"> ● The specialist is consistently accessible to the stakeholders. ● The specialist consistently demonstrates interactions that reflect mutual respect and caring extending beyond the school environment. ● Students/stakeholders generalize polite and respectful interpersonal skills in their interactions with others. ● Students’/ stakeholders’ understanding of diversity promotes a climate of trust in their interactions with others.

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		<ul style="list-style-type: none"> ● The specialist attempts to model and set expectations for stakeholder interactions. 	<ul style="list-style-type: none"> ● The specialist models and sets expectations for stakeholder interactions. 	<ul style="list-style-type: none"> ● Students/ stakeholders share sensitive information with the school psychologist with confidence.
Possible Examples	<ul style="list-style-type: none"> ● The educational diagnostician failed to share information about a new application, to be used at home, with the IEP team. ● No introductions were made before an IEP meeting and the coordinator checked her cell phone throughout the meeting. ● After a student requested to be addressed using “he/him/his” pronouns, the specialists made snickers and rolled her eyes after referring to the student with these requests. ● And others... 	<ul style="list-style-type: none"> ● The educational diagnostician provided information for the learning ally home app to the teacher, but not the student. ● The coordinator reviewed meeting rules and roles before an IEP meeting but ignored when the rules were not followed. ● After a student requested to be addressed using “he/him/his” pronouns, the specialists tried to honor this request but occasionally used female pronouns during “his” IEP meeting. ● And others... 	<ul style="list-style-type: none"> ● The educational diagnostician asked a student, “Have you used your learning ally resource account at home?” The student answered, “My mom doesn’t know how to put the app on her phone so I haven’t been able to access it at home, but I’m using it at school.” ● The coordinator reviewed meeting rules and roles before an IEP meeting and highlighted the no cell phone use request. ● After the student requested to be addressed using “he/him/his” pronouns, the specialist honored this request. ● And others... 	<ul style="list-style-type: none"> ● The educational diagnostician reached out to the student’s mother and walked her through the steps of downloading the ally resource app on a home device. ● The coordinator privately approached a teacher, who was consistently on her phone during meetings, to review expectations surrounding cell phone use during a meeting and provided feedback following the meeting. ● The specialist provided professional development to staff about print disability and the use of AIM/AEM accommodations. ● And others...

Delaware Framework for Specialists Critical Attributes and Possible Examples

2b. Demonstrating Flexibility and Responsiveness (Optional)

The specialist has a repertoire of instructional or professional strategies and makes modifications to services based on the needs of students or clients.

Indicators:

- The specialist accurately observes the actions and reactions of stakeholders as the session is underway.
- The specialist adjusts his or her plans and pacing based stakeholders' needs.
- Adjustments within the session occur smoothly.

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	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 specialists 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.
Critical Attributes	<ul style="list-style-type: none"> ● The specialist does not recognize when improvisation may be necessary. ● Adjustments do not occur within the session. 	<ul style="list-style-type: none"> ● When improvising becomes necessary, the specialist has a limited repertoire of strategies to adjust. ● Adjustments that occur appear disjointed within the session. 	<ul style="list-style-type: none"> ● When improvising becomes necessary, the specialist accesses a broad repertoire of strategies to successfully adjust. ● Most adjustments within the session occur smoothly. 	<ul style="list-style-type: none"> ● When improvising becomes necessary, the specialist accesses a broad repertoire of strategies to adjust and identifies additional resources to ensure success. ● Adjustments within the session consistently occur smoothly.

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<p>Possible Examples</p>	<ul style="list-style-type: none"> ● During an IEP meeting, the student strengths section was left blank in the document and the Educational Diagnostician made no attempts to gain that information during the IEP meeting. ● The special education coordinator made no attempts to redirect off-topic conversations during the IEP meeting resulting in the need to reschedule the IEP meeting due to time constraints. ● When a parent started to cry after receiving an Autism diagnosis, the special education coordinator ignored the parent and continued the with the IEP meeting. ● The educational diagnostician was oblivious to the child's fatigue during testing. ● And others... 	<ul style="list-style-type: none"> ● The special education coordinator made minimal attempts to facilitate additional conversation on student strengths during the IEP meeting. ● When discussion during an IEP meeting went off-topic, the meeting was extended beyond the allotted time. ● When a parent started to cry after receiving an Autism diagnosis, the special education coordinator handed her a tissue and said, "It'll be okay." ● The educational diagnostician said, "I know you're getting tired, but we really need to finish this part." ● And others... 	<ul style="list-style-type: none"> ● After the teacher discussed the student's strengths, the special education coordinator involved the parent by asking, "Does this sound like your child?" ● When discussion went off-topic during an IEP meeting, the special education coordinator was able to redirect the conversation by saying, "Let's get back to what we were doing." ● When a parent started to cry after receiving an Autism diagnosis, the special education coordinator gave her a tissue, comforted her, and paused the meeting until the parent was ready to continue. ● The educational diagnostician said, "You just did a lot of writing. How about we take a break and give your hand a rest?" ● And others... 	<ul style="list-style-type: none"> ● The special education coordinator contributed to the discussion of student's strengths by sharing some of her interactions with the child, during an IEP meeting. ● When a conversation went off-topic, during an IEP meeting, the special education coordinator was able to seamlessly redirect the conversation by referencing the planned agenda. ● When a parent started to cry after receiving an Autism diagnosis, the special education coordinator asked the team to step out to give the parent some time to compose, then comforted her and provided resources to support the family. ● Before beginning a test, the educational diagnostician said, "We're going to be doing a lot of things today. You can let me know if you need a break." ● And others...
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Delaware Framework for Specialists Critical Attributes and Possible Examples

2c. Communicating Clearly and Accurately (Optional)

Verbal and written communication is clear and appropriate to students’ or clients’ ages, backgrounds, needs, and/or levels of understanding.

Indicators:

- Verbal and written communication to stakeholders is clear and in “audience friendly” language.
- Procedures are clear and understood by all stakeholders.
- The specialist intervenes and assists students when appropriate.
- The specialist’s explanations are accurate and appropriate.
- The specialist helps stakeholders connect previous experiences to set long and short term goals.

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	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.
Critical Attributes	<ul style="list-style-type: none"> ● The specialist’s vocabulary is inappropriate to the age or culture of the students. ● Building-wide procedures for attendance and participation in meetings are not communicated and/or do not adhere to legal regulations. 	<ul style="list-style-type: none"> ● The specialist’s vocabulary is too technical for the stakeholders. ● Building-wide procedures for attendance and participation in meetings are vague, are inconsistently communicated and may not adhere to all legal regulations. 	<ul style="list-style-type: none"> ● Verbal and written communication presented to stakeholders is clear and in “audience friendly” language. ● Building-wide procedures for attendance and participation in meetings are clearly communicated and adhere to legal regulations. 	<ul style="list-style-type: none"> ● Verbal and written communication presented to stakeholders extends their understanding to allow for increased participation. ● Building-wide procedures for attendance and participation in meetings are clearly communicated and encourage increased

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	<ul style="list-style-type: none"> ● The specialist fails to identify when barriers in communication exist and/or does not attempt to facilitate the use of alternate forms of communication. ● The specialist does not facilitate communication around long and short terms goals. 	<ul style="list-style-type: none"> ● On some occasions the specialist identifies when barriers in communication exist and attempts to facilitate the use of alternate forms of communication, other times they do not. ● Sometimes the specialist facilitates communication around long and short-term goals. 	<ul style="list-style-type: none"> ● Specialist identifies when barriers in communication exist and facilitates the use of alternate forms of communication. ● The specialist facilitates communication between stakeholders so that all long and short-term goals are accurately articulated. 	<p>participation from all stakeholders.</p> <ul style="list-style-type: none"> ● Specialist consistently researches additional communication strategies in order to overcome barriers for all stakeholders. ● The specialist facilitates communication between stakeholders so that all long and short-term goals are accurately articulated, including a detailed plan for resource use and action steps.
Possible Examples	<ul style="list-style-type: none"> ● The educational diagnostician did not facilitate any introductions during an annual IEP review and allowed the meeting to start without clear expectations. ● During an IEP meeting the special education coordinator ignored the parent confusion regarding the acronym, LRE, and did not provide any explanation. ● The Educational Diagnostician did not 	<ul style="list-style-type: none"> ● During an annual IEP review, the educational diagnostician introduced all team members but failed to introduce the parent. ● During an IEP meeting, the special education coordinator clarified for parents that the acronym LRE meant Least Restrictive Environment but did not explain IDEA after the parent looked confused. ● The Educational Diagnostician scheduled a 	<ul style="list-style-type: none"> ● During an annual IEP review, the educational diagnostician introduced participants and communicated the meeting purpose. ● During an IEP meeting, the special education coordinator explained to the participants that the acronym LRE meant Least Restrictive Environment then referenced IDEA and explained its purpose. ● The Educational Diagnostician scheduled an 	<ul style="list-style-type: none"> ● During an annual IEP review, the educational diagnostician introduced all participants, communicated the meeting purpose, and shared a written agenda with participants. ● The special education coordinator provided all participants a list of educational acronyms for reference during a meeting along with a full description of LRE's available within the district.

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	<p>schedule a Spanish-speaking interpreter for an IEP meeting and parents were unable to participate.</p> <ul style="list-style-type: none"> ● And others... 	<p>Spanish interpreter for an upcoming IEP meeting however, provided the written IEP in English to parents.</p> <ul style="list-style-type: none"> ● And others... 	<p>interpreter for an upcoming IEP meeting and ensured that the IEP was available to the parent in Spanish.</p> <ul style="list-style-type: none"> ● And others... 	<ul style="list-style-type: none"> ● With an interpreter, the Educational Diagnostician called home to follow up with parents to ensure understanding and see if they had questions regarding a recent eligibility meeting. ● And others...
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2d Delivery of Services to Students or Clients

The specialist is responsive to the identified needs of the students or clients and meets the standards of professional practice. The resources and materials are suitable and match the needs of the students or clients. The delivery of service is coherent.

Indicators:

- The specialist has clearly established norms and stakeholders can demonstrate what is expected.
- The workspace is a safe environment to conduct productive discussions and/or learning.
- The room arrangement assures that all stakeholders have access to services.
- The specialist monitors and corrects any safety infractions.
- The specialist ensures all participants have the needed materials to be successful.

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	<p>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</p>	<p>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</p>	<p>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/</p>	<p>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.</p>

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	clearly established and result in loss of time. National standards/models of delivery are not the focus of the specialist.	standards/ models of delivery are present and beginning to be implemented.	models of delivery are present and support the success of the program.	National standards/models of delivery are well established and reflect the high involvement of the specialist within and outside of the school setting.
Critical Attributes	<ul style="list-style-type: none"> ● The specialist does not have established norms and the stakeholders cannot demonstrate what is expected. ● The workspace is not safe or accessible to stakeholders. ● The specialist fails to monitor and correct any safety infractions. ● The specialist fails to provide participants the needed materials to be successful. 	<ul style="list-style-type: none"> ● The specialist has unclear norms and the stakeholders rarely demonstrate the expectations. ● The workspace is safe and accessible to most stakeholders. ● The specialist monitors and corrects safety infractions, but does so inconsistently. ● The specialist attempts to provide participants the needed materials to be successful. 	<ul style="list-style-type: none"> ● The specialist has clearly established norms and stakeholders demonstrate what is expected. ● The workspace is accessible to stakeholders. ● The specialist monitors and corrects any safety infractions. ● The specialist provides all stakeholders with the needed materials. 	<ul style="list-style-type: none"> ● The specialist has fully established norms and all stakeholders consistently demonstrate the expectation. ● The workspace has been modified to ensure that it is accessible to all stakeholders. ● The specialist consistently and successfully monitors and corrects any safety infractions. ● Through inquiry, the specialist, consistently, provides all stakeholders with needed materials and modifies them when necessary.
Possible Examples	<ul style="list-style-type: none"> ● During an eligibility meeting, a parent became upset because a teacher was accessing Facebook on her smartphone. The educational diagnostician did not address this behavior. 	<ul style="list-style-type: none"> ● During an eligibility meeting, the special education coordinator asked a teacher to put her phone on silent after several distractions from notifications. 	<ul style="list-style-type: none"> ● Prior to the start of an eligibility meeting, the special education coordinator reminded teachers not to use cell phones and to put them on silent. 	<ul style="list-style-type: none"> ● During an eligibility meeting, teachers took notes on the specialist's report and actively asked questions. ● When a toddler walked into the IEP meeting with her mom, the mom got her

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	<ul style="list-style-type: none"> ● Without making the teacher aware, the educational diagnostician pulled a student for a testing session when he should have been taking a state test. ● And others... 	<ul style="list-style-type: none"> ● The educational diagnostician sometimes consulted the student's schedule before deciding on the time of the testing session, but other times did not. ● And others... 	<ul style="list-style-type: none"> ● In preparation for the eligibility meeting, the special education coordinator made sure an agenda was at each place around the table and that a box of fidgets, stress balls and coloring books were available in a box near the child's place. ● The educational diagnostician consistently consulted the student's schedule before deciding on the time of the session. ● And others... 	<p>situated at the little table set up with paper and colored pencils that were there for them to use during their session.</p> <ul style="list-style-type: none"> ● The educational diagnostician emailed the teacher in the morning to ask if it was okay to pull a student that afternoon for testing. ● And others...
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Component Three: Professional Consultation and Collaboration

The nature of specialists' assignments requires them to form partnerships with families, staff, and/or external agencies. They are skillful in establishing these relationships and understand that the interactions between these parties impact student learning. They understand that they are valued members of the school learning community and that part of their responsibility is to assist clients in addressing school-wide issues, problems, and concerns. This often includes training others and providing awareness of problems and concerns.

Specialists have a wide range of school-based resources that they share with staff and families. Specialists often identify resources and make them available to those who need them. In addition, they may assist staff members in securing resources to meet the individual needs of students, such as technology or materials in other languages.

There are times when a specialist needs to maintain student/client confidentiality. Such circumstances may be related to families, students, staff, or other LEA employees. Specialists know the appropriate authorities to address issues and make those contacts for the client when appropriate.

3a. Collaborating with Others (Optional)

The specialist develops partnerships with school, LEA staff, and external agencies to provide integrated services that meet student or client needs.

Indicators:

- The specialist collaborates with teachers, administrators, and/or other specialists to meet the needs of all stakeholders.
- The specialist collaborates with teachers, administrators, and/or other specialists to meet the needs of the school and/or LEA.
- The specialist participates in school or LEA committees to ensure stakeholders' needs are addressed appropriately.
- The specialist participates in school or LEA committees to ensure services address school and/or LEA needs.

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	The specialist declines or resists collaboration with others in the design of the	The specialist collaborates with others in the design of the program but is only partially	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

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	program to meet the needs of the school.	successful in meeting the needs of the school.		assure the needs of the school/LEA are being met.
Critical Attributes	<ul style="list-style-type: none"> ● The specialist fails to collaborate with teachers, administrators, and/or other specialists to meet the needs of students and families. ● The specialist fails to collaborate with teachers, administrators, and/or other specialists to address school-wide/LEA goals and initiatives. ● The specialist does not participate in school or LEA committees to ensure students' and parents' needs are addressed appropriately. ● The specialist does not participate in school or LEA committees to ensure services address school and/or LEA goals and initiatives. 	<ul style="list-style-type: none"> ● The specialist sometimes collaborates with teachers, administrators, and/or other specialists to meet the needs of students and families. ● The specialist sometimes collaborates with teachers, administrators, and/or other specialists to address school-wide/LEA goals and initiatives. ● The specialist sometimes participates in school or LEA committees to ensure students' and parents' needs are addressed appropriately. ● The specialist sometimes participates in school or LEA committees to ensure services address school and/or LEA goals and initiatives. 	<ul style="list-style-type: none"> ● The specialist collaborates with teachers, administrators, and/or other specialists to meet the needs of students and families. ● The specialist collaborates with teachers, administrators, and/or other specialists to address school-wide/LEA goals and initiatives. ● The specialist participates in school or LEA committees to ensure students' and parents' needs are addressed appropriately. ● The specialist participates in school or LEA committees to ensure services address school and/or LEA goals and initiatives. 	<ul style="list-style-type: none"> ● The specialist collaborates with teachers, administrators, and/or other specialists to meet the needs of students and families. The specialist also creates additional opportunities for collaboration among team members. ● The specialist collaborates with teachers, administrators, other specialists and community members to address school-wide/LEA goals and initiatives. The specialist also facilitates active involvement of community members and/or resources. ● The specialist takes a leadership role in school or LEA committees to ensure students' and parents' needs are addressed appropriately. ● The specialist takes a leadership role in school or LEA committees to ensure services address school

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				and/or LEA goals and initiatives.
<p>Possible Examples</p>	<ul style="list-style-type: none"> ● The Special Education Coordinator does not participate in school-wide committees. ● The educational diagnostician attended the December IST meeting, but was entering testing accommodations during this meeting. ● The Special Education Instructional Specialist stated, “I don’t know why that intervention didn’t work. I don’t know what else to try.” ● And others... 	<ul style="list-style-type: none"> ● The Special Education Coordinator occasionally attended School Climate meetings. ● At the February IST meeting, the educational diagnostician only listened but did not make any contributions. ● The Special Education Instructional Specialist discussed math problem solving accommodations during the meeting but made minimal attempts to share those accommodations with teachers outside of the IEP meeting format. ● And others... 	<ul style="list-style-type: none"> ● The Special Education Coordinator attended the Instructional Support Team meeting and suggested a speech and language screener. ● The educational diagnostician participated in decision-making discussions regarding proposed interventions in the IST meetings. ● The Special Education Instructional Specialist met with teachers to discuss appropriate classroom accommodations for the district writing prompt prior to an IEP meeting. ● And others... 	<ul style="list-style-type: none"> ● The Special Education Coordinator created a school based collaborative committee to address the increase of fighting on busses and facilitated those meetings. ● The educational diagnostician researched decoding interventions and presented findings and a plan for implementation to the reading specialist. ● The Special Education Instructional Specialist created and facilitated a team whose goal is to plan for piloting Superflex social skills curriculum in small group counseling sessions. ● And others...

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3b. Serving as a Consultant to the School Community (Optional)

The specialist shares his or her expertise with the school staff to assist them in their work or to respond to school-wide issues, problems, or concerns.

Indicators:

- The specialist shares information about services with colleagues in the school and/or LEA.
- The specialist provides information about services in multiple formats.
- The specialist seeks opportunities to provide expertise in appropriate venues and formats.

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	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.
Critical Attributes	<ul style="list-style-type: none"> ● The specialist is unwilling to identify or suggest resources to meet the needs of students. ● The specialist makes no effort to partner with stakeholders. ● The specialist does not seek resources or relies on outdated resources to extend their personal knowledge and skills. 	<ul style="list-style-type: none"> ● The specialist has limited knowledge of resources for meeting the needs of students. ● The specialist sometimes creates partnerships with stakeholders. ● The specialist rarely seeks resources to extend their personal knowledge and skills. 	<ul style="list-style-type: none"> ● The specialist shares with colleagues, knowledge of resources that are available and meet the needs of students. ● The specialist partners with stakeholders to promote educational equity, student achievement, and success. ● The specialist utilizes various resources to extend their own personal skills and knowledge to assist students and staff. 	<ul style="list-style-type: none"> ● The specialist proactively and routinely shares resources with colleagues that are available to students through the school, community, on the Internet, etc. and makes extensive efforts to share with colleagues, parents, and community stakeholders. ● The specialist makes extensive use of partnerships with stakeholders to promote educational equity, student achievement, and success.

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				<ul style="list-style-type: none"> ● The specialist utilizes various resources to extend their own personal skills and knowledge to assist students and staff and shares that knowledge with stakeholders.
<p>Possible Examples</p>	<ul style="list-style-type: none"> ● The social/emotional coordinator said, “I don’t have the answer to that question but I hope you can figure it out.” ● The educational diagnostician said, “I don’t have time to meet with you. I have my own work to do.” ● The instructional specialist did not attend school wide professional development at the beginning of the year. ● And others... 	<ul style="list-style-type: none"> ● The social/emotional coordinator used ABC or IBurst data collection for all student’s behavior goals and plans, which had been discussed during a behavioral support team meeting. ● The educational diagnostician made herself available during some teacher’s available time, but not others. ● The special education facilitator kept a list of optional resources in her office and said, “If you want them you can come make a copy.” ● And others... 	<ul style="list-style-type: none"> ● During the behavior support team meeting, the social/emotional coordinator shared a wide variety of data collection methods that were individualized for each student and their plan. ● The special education coordinator met with a staff member with autism certification to learn more about communication strategies that could be used to make students with autism more successful in their current placements. ● The special education facilitator conducted an observation of a social skills group in a different building to help develop a plan for a similar group in their home school. 	<ul style="list-style-type: none"> ● The social/emotional coordinator collaborated and designed a picture exchange communication system and then trained teachers, parents and day care providers in its use. ● The special education facilitator modeled a social skills lesson in a life skills classroom. A parent was invited and attended the lesson. The team met afterwards to discuss future planning and use of the program at home and school. ● And others...

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			● And others...	
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3c. Providing Resources and Access

The specialist provides school, LEA, or external-based resources to appropriate staff, students, or clients and gives information about the effective use of the resources.

Indicators:

- The specialist shares information about external resources and/or services with colleagues in the school and/or LEA.
- The specialist welcomes inquiries about his or her services and available resources.
- The specialist helps colleagues to provide stakeholders access to services and/or resources, as appropriate.
- The specialist welcomes the opportunity to help his or her colleagues.

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	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.
Critical Attributes	<ul style="list-style-type: none"> ● The specialist shares no information about external resources and/or services with colleagues in the school and/or LEA. ● The specialist demonstrates a negative 	<ul style="list-style-type: none"> ● The specialist shares limited information about external resources and/or services with colleagues in the school and/or LEA. ● The specialist responds to inquiries about services and 	<ul style="list-style-type: none"> ● The specialist shares information she receives about external resources and/or services with colleagues in the school and/or LEA. ● The specialist willingly identifies available and 	<ul style="list-style-type: none"> ● The specialist proactively and routinely seeks resources outside the school and/or LEA and makes an extensive effort to share with students, staff and other stakeholders.

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	<p>and unwelcoming attitude about inquiries of his services and available resources.</p> <ul style="list-style-type: none"> ● The specialists’ verbal and nonverbal communication discourages requests for assistance from staff members. 	<p>available resources when asked.</p> <ul style="list-style-type: none"> ● The specialist is not consistent in their use of positive communication, which sometimes results in staff, reluctantly, requesting their assistance. 	<p>accurate resources for their stakeholders.</p> <ul style="list-style-type: none"> ● The specialist consistently uses positive verbal and nonverbal communication to encourage staff to request their assistance. 	<ul style="list-style-type: none"> ● The specialist seeks out opportunities to share information about their services and available resources making sure they align to the specific needs of the stakeholders. ● The specialist consistently helps colleagues to research or extend their understanding in order to provide stakeholders better access to services and/or resources. ● The specialist uses positive verbal and nonverbal communication to seek out opportunities to assist staff members.
<p>Possible Examples</p>	<ul style="list-style-type: none"> ● When a teacher asked about changing testing accommodations, the special education instructional specialist rolled her eyes and said, “Does it really matter? The student is not going to pass either way.” ● When the teacher asked the educational diagnostician to meet to 	<ul style="list-style-type: none"> ● A teacher approached a special education facilitator for help with modifying a math test after the math specialist was unavailable. The special education facilitator said, “ If I have time, I will help you.” ● A special education coordinator offered a chewable fidget to a student after observing in the 	<ul style="list-style-type: none"> ● The special education coordinator met with a classroom teacher and shared contact information and explained services provided by DVI to better support a visually impaired student. ● The educational diagnostician designated open office hours for consultation with staff 	<ul style="list-style-type: none"> ● The special education coordinator contacted the Division of Vision to request an evaluation and remained in continuous communication to ensure instructional materials are created. ● The special education coordinator reached out to community resources to complete an information

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	<p>discuss a concern about a student’s handwriting, the educational diagnostician stated to the teacher “when did you get your OT degree?”</p> <ul style="list-style-type: none"> ● The special education coordinator called the previous school of a recent transfer student and did not share information regarding the previous behavior intervention plan with the current classroom teacher. ● And others... 	<p>classroom, without consulting with the teacher.</p> <ul style="list-style-type: none"> ● The educational diagnostician assisted one teacher with filling in a behavior rating scale, but when asked by another teacher to do the same, she refused. ● The counselor e-mailed the social/emotional coordinator requesting they fill out STARS paperwork (in-house mental health counseling) for a student whose parent was coming to sign the paperwork the next day. He responded, “I will get that completed but not until the end of the week because I have 10 IEP meetings this week.” ● And others... 	<p>members for problem solving and communicated the hours via school-wide email.</p> <ul style="list-style-type: none"> ● The special education coordinator said, “I’m so glad that you asked that question. It helped me to understand your concern for your student.” ● And others... 	<p>session on Tourette’s Syndrome for staff members which encouraged them to use the information to create short classroom activities to make a new student feel more accepted in the school community.</p> <ul style="list-style-type: none"> ● The special education coordinator said, “I hadn’t thought about that issue in that way before. Let me think about some opportunities for all of us to learn more about it.” ● And others...
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3d. Maintaining Professional Standards

The specialist adheres to his or her professional standards of practice, including issues surrounding confidentiality.

Indicators:

- The specialist supports the implementation of student services according to state and federal regulations.

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- The specialist follows professional standards/protocols for stakeholders’ confidentiality.
- The specialist follows professional standards/protocols for recording and sharing of data.
- The specialist studies current trends in his or her professional practice.
- The specialist maintains current and valid credentials, as appropriate.

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	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.
Critical Attributes	<ul style="list-style-type: none"> ● The specialist does not support the implementation of student services according to state and federal regulations. ● The specialist regularly breaches confidentiality. ● The specialist refuses to study current trends in his or her professional practice. ● The specialist fails to maintain current and valid credentials and does not 	<ul style="list-style-type: none"> ● The specialist minimally supports the implementation of student services according to state and federal regulations. ● The specialist does not consistently adhere to laws/regulations regarding stakeholders’ confidentiality. ● The specialist demonstrates limited study of current trends in his or her professional practice. 	<ul style="list-style-type: none"> ● The specialist supports the implementation of student services according to state and federal regulations. ● The specialist adheres to laws/regulations regarding the confidentiality of stakeholder information. ● The specialist studies current trends in his or her professional practice. ● The specialist maintains current and valid credentials, as appropriate. 	<ul style="list-style-type: none"> ● The specialist’s support enhances the implementation of student services according to state and federal regulations. ● The specialist mentors colleagues on procedures, guidelines, ethical and professional standards and/or legal regulations. ● The specialist studies current trends in his or her professional practice and shares expertise with others. ● The specialist maintains current and valid credentials

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	make attempts to obtain them.	<ul style="list-style-type: none"> ● The specialist works towards obtaining valid credentials, as appropriate. 		and seeks additional certifications, as appropriate.
Possible Examples	<ul style="list-style-type: none"> ● Special education facilitator responded to a parent’s question regarding the use of text to speech software for their student. The special education facilitator stated, “I don’t know anything about that. Can you do some research and get back to me?” ● The educational diagnostician shared information regarding a student’s eligibility for services with all staff in a school wide email. ● And others... 	<ul style="list-style-type: none"> ● Responding to a parent’s question regarding the use of text to speech software for their student, the special education facilitator stated, “I’m not sure our school has that, but I can check with the instructional coach to find out.” ● The special education facilitator provided copies of a behavior plan to all necessary staff members but did not review or follow up to determine if there were any questions. ● The educational diagnostician shared information regarding a student’s eligibility for services with all teachers in that grade level, some of whom would not be interacting with the student. ● And others... 	<ul style="list-style-type: none"> ● The special education facilitator attended monthly transition cadre or 619 meetings. ● The educational diagnostician only shared eligibility information with staff members who interacted with the student. ● The specialist scheduled an IEP meeting for a transfer student with an IEP staying within 60 days of the student enrolling at school. ● And others... 	<ul style="list-style-type: none"> ● The special education facilitator attended the transition cadre meeting and shared information at a faculty meeting regarding age appropriate transition activities that could be used for the IEP. ● The educational diagnostician provided staff professional development and learning opportunities about the differences between Reading Based and Federal ESY. ● The special education facilitator attended the Delaware Inclusion Conference and used the information to help teachers implement UDL and inclusive practices. ● And others...

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3e. Using Assessment Data in Planning and Delivery of Services

The specialist uses data to inform planning and delivery of services and shares data with others, as appropriate, to enhance overall services for the student or client.

Indicators:

- Stakeholders find specialist feedback valuable.
- The specialist shares data with colleagues, if permitted/appropriate.
- The specialist provides effective and timely feedback to stakeholders.
- The specialist analyzes students' assessment and/or behavioral data to assess progress.
- The specialist uses students' assessment and/or behavioral data to inform and guide the planning and implementation of service delivery.

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	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 LEA level of progress.
Critical Attributes	<ul style="list-style-type: none"> ● The specialist's feedback is not applicable and therefore not used for planning. ● The specialist resists sharing appropriate data with colleagues. ● The specialist fails to provide effective and 	<ul style="list-style-type: none"> ● The specialist's offers feedback to teachers regarding service delivery that is valid for some but not all members of the classroom. ● The specialist shares some relevant data with some members of the educational team. 	<ul style="list-style-type: none"> ● The specialist's feedback for teachers is used for planning and implementation purposes in the classroom. ● The specialist shares relevant data with the educational team. 	<ul style="list-style-type: none"> ● The specialist's feedback on issues of services and best practice informs changes in programming at the LEA level. ● The specialist assists educational team members in interpreting data in order to help them inform their own practice.

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	<p>timely feedback to stakeholders.</p> <ul style="list-style-type: none"> ● The specialist fails to analyze students' assessment and/or behavioral data to assess progress. ● The specialist does not use students' assessment and/or behavioral data to inform and guide the planning and implementation of service delivery. 	<ul style="list-style-type: none"> ● The specialist attempts to provide effective and timely feedback to stakeholders. ● The specialist analyzes some students' assessment and/or behavioral data to assess progress. ● The specialist inconsistently uses students' assessment and/or behavioral data to inform and guide the planning and implementation of service delivery. 	<ul style="list-style-type: none"> ● The specialist provides effective and timely feedback to stakeholders. ● The specialist analyzes students' assessment and/or behavioral data to assess progress. ● The specialist uses students' assessment and/or behavioral data to inform and guide the planning and implementation of service delivery. 	<ul style="list-style-type: none"> ● The specialist creates systems for communication throughout the building or LEA to help provide effective and timely feedback. ● The specialist analyzes school-wide assessment and/or behavioral data to make recommendations regarding future service delivery in the school or LEA.
Possible Examples	<ul style="list-style-type: none"> ● The educational diagnostician recommended an intervention for sight word fluency even though the data indicated that a student's area of need was reading comprehension. ● The special education coordinator received an email from a teacher asking for feedback on a recently written IEP and the coordinator did not respond until after the IEP meeting. 	<ul style="list-style-type: none"> ● Information was shared with some but not all staff explaining that a particular student should not be approached from any area behind them due to previous trauma. ● The educational diagnostician received an email from the testing coordinator on Monday asking for some clarification on a particular student's accommodations. The educational diagnostician responded the following Monday, after the student was scheduled to start 	<ul style="list-style-type: none"> ● The special education coordinator shared projections for the number of students in each placement with building administrators to assist in planning for staffing for the following school year. ● The special education coordinator held a team meeting with all members of the team involved to review a psychiatric evaluation report that was received from the parent. Any team members who were not able to attend were sent the 	<ul style="list-style-type: none"> ● The special education facilitator met with speech and language therapists to explain how DIBELS data could be used to help them plan for their therapy sessions. ● The specialist created a Schoology discussion board for questions regarding frequent errors that occur in IEPPlus. ● The special education coordinator analyzed reading data for students who use the same intervention in an

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	<ul style="list-style-type: none"> ● When assessing data from the behavioral collection sheets, the social/emotional coordinator created a behavior implementation plan that targeted a behavior the teacher had not observed in the classroom, nor had the teacher expressed concerns about that behavior. ● And others... 	<p>testing, by sending a document with a definition of the accommodation without further explanation.</p> <ul style="list-style-type: none"> ● The social/emotional coordinator created a behavior plan for a student that was too involved for the classroom teacher to implement. ● And others... 	<p>meeting minutes via email and given copies of the report.</p> <ul style="list-style-type: none"> ● The special education facilitator suggested the use of a First-Then board for a student with autism to a teacher who then incorporated it into practice in their classroom. ● The special education coordinator reviewed draft IEPs in advance of the meeting and emailed the teacher with suggestions for improvement. ● The social/emotional coordinator reviewed behavioral progress monitoring data and implementation fidelity checks to determine whether or not an FBA was warranted. ● And others... 	<p>inclusive versus pull out setting and determined where the intervention would be most effective.</p> <ul style="list-style-type: none"> ● And others...
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Component Four: Professional Responsibilities

Not everything that specialists do can be captured through viewing their practice. They engage in many activities that lie outside of their offices, as they improve services and build an understanding of their program. Component Four addresses such activities but is not expected to be an inclusive document of all professional growth activities. It is intended to focus on professional growth activities within the context of school, LEA, and student. For Component Four, specialists and administrators gather artifacts of evidence for each of the criteria to be presented during any conference during the school year. Administrators review the evidence presented and make recommendations and/or request additional evidence.

4a. Communicating with Families and Clients

The specialist communicates with families about the progress of the student or client. Such communication is two-way, ongoing, and interactive. When possible, the specialist involves the students in the conversations. They inform their administrators of the communications when appropriate.

Indicators:

- The specialist provides frequent information about the program to families.
- The specialist provides information in a format(s) accessible to all parents.
- The specialist provides information using understandable language and terms.
- Communication between the specialist and families is two-way and ongoing.
- When appropriate, the specialist involves the student in the conversations.

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	The specialist provides little or no information about the program to families or clients. The communication with others may be inappropriate and insensitive. The	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	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	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

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	communication is not provided in a timely manner.	engage families and others in the program. Information is provided in a timely manner.	families/clients. The specialist is successful in engaging others within the school in the program. Information is provided in a timely manner.	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.
Critical Attributes	<ul style="list-style-type: none"> ● The specialist does not comply with school /LEA procedures for communicating with stakeholders or does not do so in a timely, professional, and/or ethical manner. ● The specialist does not provide information to stakeholders about the student’s educational program, despite requests. ● The specialist purposely avoids responding to communication from stakeholders. 	<ul style="list-style-type: none"> ● The specialist complies with school /LEA procedures for communicating with stakeholders in a professional manner, but is not always timely. ● The specialist provides minimal information to stakeholders about the student’s educational program, upon request. ● The specialists’ response to communication from stakeholders is inconsistent and/or the specialist minimally addresses their concerns. 	<ul style="list-style-type: none"> ● The specialist complies with all school /LEA procedures for communicating with stakeholders in a timely, professional, and ethical manner. ● The specialist provides information to stakeholders about the student’s educational program. ● The specialist is regularly responsive to communication from stakeholders and addresses their concerns. 	<ul style="list-style-type: none"> ● The specialist consistently complies with school /LEA procedures for communicating with families and does so in a thorough, timely, ethical and professional manner. ● The specialist consistently seeks additional input from stakeholders on how to improve the student’s educational program and addresses the concerns of the student and family. ● The specialist skillfully communicates with all stakeholders and makes appropriate recommendations to address the concerns.
Possible Examples	<ul style="list-style-type: none"> ● The educational diagnostician received a lengthy email from a parent regarding concerns with their child. The educational diagnostician 	<ul style="list-style-type: none"> ● The special education coordinator received a lengthy email from a parent regarding concerns with their child. The coordinator 	<ul style="list-style-type: none"> ● In an IEP meeting, the special education coordinator explained why the student might need ESY services. 	<ul style="list-style-type: none"> ● The parent called with a concern regarding their child crying in the morning prior to getting on the bus. The social emotional coordinator met with the student that

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	<p>did not respond for a week.</p> <ul style="list-style-type: none"> ● In an eligibility meeting, the educational diagnostician stated, “You’re child is really slow and needs ESY.” ● The special education coordinator listened to a voicemail message from a parent expressing concerns about anxiety, but took no action. ● And others... 	<p>responded with, “I’ll look into it.”</p> <ul style="list-style-type: none"> ● In an eligibility meeting, the educational diagnostician stated, “The student is not eligible for ESY services,” but did not include an explanation or the input of other team members. ● A parent had a student with anxiety who had missed thirty days of school. The special education coordinator, told the parent they needed to bring their child to school, but did not offer assistance or suggestions. ● And others... 	<ul style="list-style-type: none"> ● The educational diagnostician received an email from a parent who was concerned with their child’s articulation. The educational diagnostician responded including the speech language therapist in the discussion. ● The educational diagnostician called the parent to discuss parent concerns about homework completion. ● And others... 	<p>morning and followed up with a phone-call to the parent.</p> <ul style="list-style-type: none"> ● Prior to the IEP meeting, the special education coordinator called the parent to obtain relevant information for transition and offered to take the parent to the transition site following the IEP meeting. ● And others...
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4b. Recording Data in a Student Record System (Optional)

The specialist collects and reports accurate information about their clients and maintains confidentiality when appropriate.

Indicators:

- Records are organized, accurate, and timely.
- The specialist records and maintains student or stakeholder data in appropriate data systems.
- The specialist shares data appropriately with his or her colleagues.

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	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	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.
Critical Attributes	<ul style="list-style-type: none"> ● The specialist has no system for record keeping. ● The specialist's records are disorganized, unable to be accessed when needed, result in poor time management, and/or ineffective communication. 	<ul style="list-style-type: none"> ● The specialist has a process for recording information; however, it is out of date, incomplete, or inaccurate. ● The specialist inconsistently uses record keeping to facilitate time management and communicate with others. 	<ul style="list-style-type: none"> ● The specialist's process for record keeping and reporting is efficient and effective. ● The specialist uses record keeping to facilitate effective time management and enhance communication with others. 	<ul style="list-style-type: none"> ● The specialist collaborates with colleagues regarding record keeping, and shares systems and processes. ● The specialist assists teachers in recording their student data.
Possible Examples	<ul style="list-style-type: none"> ● After receiving a student's educational records, the educational diagnostician left the files on the copy machine in the teacher's lounge. ● The educational diagnostician did not maintain an accurate 	<ul style="list-style-type: none"> ● After developing a filing system, the educational diagnostician realized she had put paperwork from two different students in the same file. ● The special education coordinator established a system at the beginning of 	<ul style="list-style-type: none"> ● At the end of the marking period, the special education coordinator ensures that progress updates are reviewed, distributed to families and filed in the respective filing system. ● When handling student records from a student 	<ul style="list-style-type: none"> ● The special education coordinator shared their personal IEP auditing system with new coordinators and assisted them with setting up their own personal systems. ● And others...

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	<p>calendar and booked multiple IEP meetings at the same time.</p> <ul style="list-style-type: none"> ● And others... 	<p>the school year to track IEP end dates; however, they have not updated it since.</p> <ul style="list-style-type: none"> ● The special education coordinator creates notices of meeting, but only gives teachers a copy of the notice or email invitation, but not both and teachers consistently say they do not know about meetings. ● And others... 	<p>transferring to the school, the special education coordinator kept all documents confidential and out of the reach of parties not involved with the student.</p> <ul style="list-style-type: none"> ● And others... 	
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4c. Growing and Developing Professionally (Optional)

The specialist grows as a professional throughout their career. They understand that their practices are constantly evolving so there is a need to stay current in the field. Their professional growth may include topics related to new practices and/or strategies.

Indicators:

- The specialist seeks opportunities to enhance his or her knowledge and/or skills.
- The specialist seeks and participates in opportunities to stay current in the field.
- The specialist selects professional goals directly related to their job description, improving student learning, and/or school improvement.
- The specialist welcomes feedback from colleagues and supervisors.
- The specialist welcomes the opportunity to help his or her colleagues.
- The specialist participates in school, LEA, and/or state committees and/or councils, as appropriate.

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	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	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.
Critical Attributes	<ul style="list-style-type: none"> ● The specialist does not participate in professional development. ● The specialist rejects feedback from the school supervisor and school staff. 	<ul style="list-style-type: none"> ● The specialist attends the required professional development opportunities within the school and/or LEA. ● The specialist, on occasion, utilizes feedback from the school supervisor to change practices. 	<ul style="list-style-type: none"> ● The specialist seeks opportunities for continued professional development and incorporates relevant information into their practice. ● The specialist uses feedback from the school supervisor and school staff to improve their comprehensive practice. 	<ul style="list-style-type: none"> ● The specialist seeks regular opportunities for continued professional development, incorporates relevant information into their practice, and shares the information with school and/or LEA staff. ● The specialist leads professional development trainings on relevant topics. ● The specialist uses personal reflection, peer feedback, and observations to promote professional development and growth.

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Possible Examples	<ul style="list-style-type: none"> ● The special education coordinator called in sick for every professional development day. ● Despite being given organizational strategies, the special education facilitator continued to disregard sending the permission to evaluate. ● And others... 	<ul style="list-style-type: none"> ● The educational diagnostician attended the required training, but didn't return after lunch for the afternoon session. ● The specialists stated, "I know you wanted me to break the information down more for the parent, but I just didn't have time." ● And others... 	<ul style="list-style-type: none"> ● The social emotional coordinator attended behavior instructional support team and incorporated learned strategies into his counseling sessions. ● The special education coordinator consistently emailed the case manager to ask about the best time to discuss the meeting agenda. ● And others... 	<ul style="list-style-type: none"> ● After reviewing discipline data, the social emotional coordinator researched and attended restorative practice training and facilitated an in-service for staff. ● At the end of the year, the special education coordinator sat down with the principal and collaboratively discussed ways to provide more targeted interventions for students. ● The educational diagnostician attended training over the summer to become more versed on state and federal regulation changes. ● And others...
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4d. Reflecting on Professional Practice

The specialist is part of the learning community of their school(s) or LEA. They take an active role in their school(s) and participate in activities that will enhance their professional practice and improve student learning. They reflect on their practice and consider how to improve their skills, knowledge, and/or instruction. They assess their performance against standards, set goals to improve their practice, and document their progress.

Indicators:

- The specialist accurately assesses his or her effectiveness using the various components of the framework for specialists.

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- The specialist accurately attributes performance to various inputs and/or conditions (student, teacher, environment, et cetera).
- The specialist accurately assesses his or her ability to add value.
- The specialist regularly uses reflection to improve his or her performance and asks for assistance to improve future services, when appropriate.
- The specialist sets goals to improve his or her personal practice and documents his or her progress toward goals.

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	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.
Critical Attributes	<ul style="list-style-type: none"> ● The specialist blames others for their own ineffectiveness. ● The specialist makes no suggestions for improvement. 	<ul style="list-style-type: none"> ● The specialist has a general sense of whether their practices and program are effective. ● The specialist makes general suggestions for improvement. 	<ul style="list-style-type: none"> ● The specialist uses data to accurately reflect on the effectiveness of their practices/program. ● The specialist makes changes in their practice after reflection. ● The specialist accurately assesses their effectiveness using the various components of the framework for specialists. 	<ul style="list-style-type: none"> ● The specialist has a personalized professional learning plan based on the LEA job description. ● The specialist accurately assesses the effectiveness of the program and the extent to which they met the goals using the various components of the framework for specialists. From that assessment, the specialist develops an action plan for growth.

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<p>Possible Examples</p>	<ul style="list-style-type: none"> ● The special education coordinator said, “It’s not my fault, no one told me how I was supposed to meet those program goals.” ● The special education coordinator did not attend any RTI meetings. ● And others... 	<ul style="list-style-type: none"> ● The educational diagnostician said, “As long as we are doing our best, we will try to do better next year.” ● The educational diagnostician recommended a vague “preferential seating” recommendation for all behavior plans. ● The special education coordinator attended all RTI meetings but made minimal contributions for student improvement. ● And others... 	<ul style="list-style-type: none"> ● The social/emotional coordinator said, “Due to the social skills group that I ran at the beginning of the year, all five of my students reported that they felt comfortable eating in the cafeteria, and their attendance has improved.” ● The special education coordinator used internal audit data to set goals for improvement in IEP writing for next year. ● The special education coordinator looked at parent attendance data at IEP meetings and created a plan to increase attendance for the next year. ● And others... 	<ul style="list-style-type: none"> ● The special education coordinator participated in a webinar on standards-based IEPs and provided a professional development to special education teachers in her building. ● And others...
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