



## Domain 5: STUDENT SUPPORT SPECIALISTS

### Component 1: Planning and Preparation

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Accomplished
<b>1a</b> <i>Demonstrating Knowledge of content standards</i>	Displays little or no knowledge of applicable content standards and district curriculum.	Displays generally accurate knowledge of applicable content standards and district curriculum.	Displays and integrates into practice thorough knowledge of applicable wrap around best practices.	Displays and integrates into practice extensive content knowledge of applicable wrap around best practices. Takes an active leadership role in disseminating knowledge about the content standards and district curriculum.
<b>1b</b> <i>Demonstrating knowledge of professional practice</i>	Displays little or no knowledge of current research, professional literature, and best practice and does not incorporate this knowledge into delivery of service.	Displays accurate knowledge of current research, professional literature, and best practice and begins to incorporate this knowledge into delivery of service.	Displays thorough knowledge of current research, professional literature, and best practice and incorporates this knowledge into delivery of service.	Displays extensive knowledge of current research, professional literature, and best practice. Based on this knowledge, makes plans to individualize delivery of service to the needs of students.
<b>1c</b> <i>Demonstrating knowledge of students</i>	Is unfamiliar with characteristics of students, such as disability, diversity, development, and does not indicate that such knowledge is valuable or important.	Displays general understanding of characteristics of students, such as disability, diversity, development, and recognizes that such knowledge is valuable.	Displays solid understanding of characteristics of students, such as disability, diversity, development, and integrates that knowledge into the student's program.	Displays solid understanding of characteristics of students, such as disability, diversity, development, to help students identify and use their own strengths in planning for their learning.
<b>1d</b> <i>Planning for student needs</i>	Shows minimal understanding of students needs and plans regardless of needs.	Shows a general understanding of student needs and recognizes these needs when planning student programs.	Shows a thorough understanding of needs and incorporates the needs in planning student program.	Identifies and understands student needs and aggressively plans program based on best current practice or research.

<p><b>1e</b> <b><i>Demonstrating knowledge of resources</i></b></p>	<p>Is unaware of resources available through the school, district, or community and does not see their value relative to student learning.</p>	<p>Exhibits an awareness of resources through the school, district, or community and recognizes their value but inconsistently uses the resources to impact student learning.</p>	<p>Exhibits a thorough awareness of resources available through the school, district, or community and uses these resources to ensure student learning.</p>	<p>Exhibits a thorough awareness of resources available through the school, district, or community and creatively uses these resources, incorporating student input for greater access to learning.</p>
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