Standard 1: Learner Development

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

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
1.1 Demonstrates an understanding of how children/adolescents learn and develop.	Demonstrates minimal knowledge of student patterns of learning and development.	Demonstrates basic knowledge of student patterns of learning and development.	Demonstrates thorough knowledge of student patterns of learning and development.	Is a resource for colleagues in understanding and interpreting student patterns of learning and development.
1.2 Designs and implements developmentally appropriate interventions.	Implements interventions and expectations that are not developmentally appropriate for students.	Implements some interventions and expectations that are developmentally appropriate for students.	Implements interventions and expectations that are developmentally appropriate for students, and may include a self-monitoring plan.	Implements interventions and expectations that aid growth and create self-management and self-monitoring for each student.

Guiding Questions Examples	Evidence Examples
- Are interventions appropriate and scaffolded at the developmental level of the student to enhance their level of understanding? - Are learning styles and developmental needs of students recognized and appropriately responded to? - Are learning styles and developmental needs of students recognized and appropriately used to modify interventions? - How is student data used to modify strategies? - Are expectations appropriate and reasonable consequences given for age and development of the student?	- Anecdotal evidence of appropriate interventions/monitoring devices, including, but not limited to, contracts, behavior plans, travel cards, and referrals - Analysis of pre- and post-intervention data

Standard 2: Learning Differences

The behavior specialist uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
2.1 Makes appropriate and timely provisions for individual students with particular learning differences or needs.	Does not differentiate interventions according to students' learning differences or needs.	While not always effective, attempts to differentiate interventions according to students' learning differences or needs.	Differentiates interventions according to students' learning differences or needs.	Anticipates individual students' learning needs by designing differentiated interventions, and makes appropriate and proactive decisions while interacting with students.
2.2 Incorporates tools of language development to promote positive student behavior that supports academic language proficiency.	Does not support student understanding of academic language, while promoting positive student behavior.	While not always effective, attempts to support student understanding of academic language, while promoting positive student behavior.	Supports student understanding by using academic language while promoting positive student behavior.	Creates and implements tools that support student understanding of academic language, while promoting positive student behavior.

Guiding Questions Examples	Evidence Examples
- Are resources and/or specialists accessed to meet student needs when those needs extend beyond current professional understanding or skills? - Is an understanding of students' needs and backgrounds demonstrated? - Are high expectations for all students consistently communicated? - Are tools of language development used to scaffold student understanding? - Is academic language used? - Is academic language used appropriate to the situation?	- Check for understanding, including, but not limited to, vocabulary, rationale for intervention, contract components - Visual displays to promote positive student behavior - Anecdotal notes on student interactions - Records showing communication with students, parents, and specialists regarding student learning needs - Documentation of how students respond to varied intervention strategies

Standard 3: Learning Environments

The behavior specialist works with stakeholders to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
3.1 Collaborates with students, families, and colleagues to build a safe, positive climate of openness, mutual respect, support, and inquiry.	Rarely attempts to create a positive climate through collaboration with students, families and colleagues.	While not always effective attempts to create a positive climate through collaboration with students, families and colleagues.	Creates a positive climate through collaboration with students, families and colleagues.	Uses interactive communication to foster a culture in which students, families and colleagues know how to advocate for a positive learning climate for the student.
3.2 Communicates with students in ways that respect unique backgrounds and support a positive school climate.	Does not build a schoolwide community based upon shared values and expectations. At times fails to communicate with students in a fair and respectful manner.	While not always effective, attempts to build a schoolwide community based on shared values and expectations. Communicates with students in a fair and respectful manner.	Creates a positive school –wide community based on shared values and expectations for respectful interactions with regard to race, culture, gender, sexual orientation, religion, socioeconomic status, and exceptionalities.	Collaborates with students to facilitate their self-reflection and ownership for ongoing improvement of the schoolwide community based upon respect, fairness and the inherent value of all members.
3.3 The behavior specialist establishes and monitors elements of a safe and productive learning environment, including norms, expectations, routines, and organizational structures.	Minimal standards of conduct or systems for performing non-instructional tasks are in place. Behavior specialist either does not monitors student behavior or responds inconsistently.	Standards of conduct and systems for performing non-instructional tasks are in place; however they are at times inconsistent or unclear. Behavior specialist monitors student behavior and responds with moderate effectiveness.	Standards of conduct are clear; efficient systems for performing non-instructional tasks are in place. Behavior Specialist monitors student behavior and responds effectively.	Standards of conduct and efficient systems encourage students to independently self-monitor their behavior and performance.

Standard 3: Learning Environments

The behavior specialist works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Guiding Questions Examples	Evidence Examples
- Is there positive communication with students, parents, and colleagues? - Are respect, safety, and valuing of differing perspectives and cultural backgrounds communicated through language, behavior, and the school environment? - Is a behavior system in place which promotes a climate of respect and learning? - Is a sense of schoolwide community built, promoted, and facilitated throughout the academic year?	- Records showing communication with students, parents, and specialists regarding student learning and behavior needs - Individual student expectations that are developed collaboratively and referred to as needed - Documented clear and consistent expectations - Documentation of student self-reflections - Observation of student interactions with Behavior Specialist - Student exit surveys – post behavior intervention - Staff surveys

Standard 4: Assessment

The behavior specialist understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the behavior specialist's and learner's decision making.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
4.1 Assesses, monitors, and provides feedback to students on their academic and/or behavioral progress.	Rarely provides feedback to students on their academic and/or behavioral progress.	While not always effective, attempts to provide feedback to students on their academic and/or behavioral progress.	Regularly provides feedback to students on their academic and/or behavioral progress.	Creates an interactive environment where students take the initiative to independently solicit feedback on their academic and/or behavioral progress.
4.2 Evaluates and adjusts strategies and interventions based on student outcomes.	Rarely evaluates or customizes strategies and interventions based upon student outcomes.	Sometimes customizes strategies and interventions based upon ongoing data, and/or responds to student outcomes by tailoring strategies and interventions to assessed student needs.	Customizes strategies and interventions based upon ongoing data. Responds to student outcomes by tailoring strategies and interventions to assessed student needs.	Anticipates and plans for a wide range of strategies and interventions based on analysis of individual student outcomes. Engages with students to identify adjustments in instruction and strategies that best meet their learning needs.
4.3 In collaboration with colleagues, collects and reviews data related to school discipline goals.	Does not collect or review schoolwide discipline data and/or collaborate with colleagues to evaluate progress toward schoolwide discipline goals.	Documents schoolwide discipline data, and at times collaborates with colleagues to evaluate progress toward schoolwide discipline goals.	Documents, analyzes, and interprets a variety of schoolwide discipline data, and regularly collaborates with colleagues to evaluate progress toward schoolwide discipline goals.	Proactively looks for ways to further analyze data and report back to colleagues, resulting in a continuous feedback loop.

Standard 4: Assessment

The behavior specialist understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the behavior specialist's and learner's decision making.

Guiding Questions Examples	Evidence Examples
• Do students receive timely and effective feedback that guides their academic and/or behavioral progress? • Is there evidence of a data collection system? • Are students exposed to a variety of interventions based on their individual needs? • Does the behavior specialist collaborate with colleagues in support of schoolwide discipline goals?	• Student information systems are used to show areas of student concern, including, but not limited to, attendance and behaviors • Interventions used are documented and monitored • Anecdotal evidence of appropriate interventions, including, but not limited to, contracts, behavior plans, travel cards, and referrals • Conferences with students and/or stakeholders to discuss academic goals and growth plans

Standard 5: Instructional Strategies

The behavior specialist understands and uses a variety of methods to encourage learners to develop strategies and skills to apply knowledge in meaningful ways.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
5.1 Varies roles during the instructional process (e.g., instructor, facilitator, guide, and observer.)	Utilizes only teacher-directed instructional approach.	Beginning to integrate role variation, but relies primarily on direct instruction.	Varies the role in the instructional process between instructor, facilitator, guide, and observer. Considers learners' needs and goals in determining appropriate role.	Integrates a variety of roles for all members of the schoolwide community, so students become both teachers and learners.
5.2 Poses questions to stimulate discussion that serve different purposes, such as probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question.	Does not use questioning strategies to stimulate discussion that enhances student learning.	While not always effective, attempts to use questioning strategies to stimulate discussion that enhances student learning.	Uses questioning strategies to stimulate discussion that enhances student learning.	Revises questioning strategies, based on in-the-moment analysis of student understanding, to stimulate discussion and move students forward in their learning.
5.3 Engages all learners in developing higher order thinking skills.	Does not use strategies to develop higher order thinking skills.	Uses strategies that are sometimes effective in developing higher order thinking skills.	Uses effective strategies to engage all learners in developing higher order thinking skills that help resolve behavior issues.	Contributes to a school culture where students use higher order thinking skills to self-manage and resolve behavior issues.

Standard 5: Instructional Strategies

The behavior specialist understands and uses a variety of methods to encourage learners to develop strategies and skills to apply knowledge in meaningful ways.

Guiding Questions Examples	Evidence Examples
• Are varied roles (e.g. instructor, facilitator, guide, and observer) in the instructional process used at appropriate times? • Do students receive encouragement in applying various levels of questioning and problem-solving strategies? • Is collaboration in inquiry and problem-solving encouraged among students? • Are appropriate strategies used to help students develop higher order thinking skills? • Are students self-managing their behavior and resolving issues independently? • Does the behavior specialist share proactive and preventive ideas about shaping student behavior?	• Anecdotal evidence of the variety of roles used to engage students • Observations of student engagement • List of interventions and how and when they are applied

Standard 6: Professional Learning and Ethical Practice

The behavior specialist engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
6.1 Engages in ongoing learning opportunities to develop and apply knowledge and skill.	Rarely engages in professional learning opportunities.	Engages in professional learning opportunities, but demonstrates little or no implementation of new knowledge and skills.	Engages in professional learning opportunities based on self-assessment and supervisor feedback. Implements new knowledge and skills in an appropriate and timely manner.	Initiates, pursues, and engages in professional learning opportunities and actively shares their expertise with others.
6.2 Uses multiple sources of evidence (e.g., student growth data, self-reflection tools, observations) to self-assess professional practice.	Does not use evidence to self-assess professional practice.	Uses few sources of evidence to self- assess professional practice.	Utilizes multiple sources of evidence to self-assess professional practice.	Integrates experimentation, data analysis, and reflection into daily professional practice. Readily engages in collaborative efforts to reflect on professional practice.
6.3 Demonstrates knowledge of legal and ethical rights and responsibilities.	Demonstrates inadequate understanding of federal, state and district regulations and policies.	Demonstrates limited understanding of federal, state and district regulations and policies, but knows how to access resources.	Demonstrates thorough understanding and fully complies with federal, state and district regulations and policies.	Demonstrates an understanding of the larger context of public education policy by staying abreast of changing laws and ethical standards, through literature, professional development or activities and acts as a mentor to other staff on these issues.

Standard 6: Professional Learning and Ethical Practice

The behavior specialist engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Guiding Questions Examples	Evidence Examples
- Are strengths and areas for growth identified during self-assessment? - Are student outcomes or performance data used during self-assessment? - Are professional growth opportunities selected and participated in that relate to previously identified areas of opportunity for growth? - Is professionalism exhibited based on confidentiality; legal and ethical rights and responsibilities; and school, district, and state performance requirements? - Does the behavior specialist demonstrate knowledge of most recent changes in legal and ethical rights and responsibilities?	- Professional Growth Goals. - Self-Assessment rubrics with documented reflection and relevance to Professional Growth Goals. - Active participation in team, school, PLC, and other meetings. - Data (e.g., student behavior, supervisor feedback, referrals)

Standard 7: Leadership and Collaboration

The behavior specialist seeks appropriate roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals and community members to ensure learner growth and to advance the profession.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
7.1 Takes an active role on the instructional team.	Rarely engages in meetings and activities designed to coordinate resources and solve problems.	Sometimes engages in meetings and activities designed to coordinate resources and solve problems.	Engages in meetings and activities designed to coordinate resources and solve problems.	Initiates opportunities for staff collaboration to coordinate resources and solve problems.
7.2 Works with other school related professionals to plan and jointly facilitate learning on how to meet the diverse needs of learners.	Does not work with other school related professionals to meet the diverse needs of learners.	Sometimes works with other school related professionals to meet the diverse needs of learners.	Regularly works with other school related professionals to meet the diverse needs of learners.	Facilitates opportunities to partner with outside resources to meet the diverse needs of school-related professionals and learners.
7.3 Models effective practice and demonstrates shared leadership (either formally or informally) in support of school and program goals.	Does not cooperate with colleagues and/or does not implement effective practices in support of school and program goals.	Cooperates with colleagues in implementing effective practices in support of school and program goals.	Initiates collaboration with colleagues in modeling and discussing effective practices in support of school and program goals.	Models, trains, or coaches others on the use of effective practices in support of school and program goals and advancement of the profession.

Standard 7: Leadership and Collaboration

The behavior specialist seeks appropriate roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals and community members to ensure learner growth and to advance the profession.

Guiding Questions Examples	Evidence Examples
- Is there evidence of collaborative work with team members and/or the entire school to advance student learning? - Are opportunities to lead in student learning and development sought? - Are students, families, and other community resources encouraged to collaborate with and be involved in learner development? - Does the behavior specialist provide consultation and/or support for school personnel?	- Documentation of communication with families regarding student behavioral needs. - Engagement in team and school meetings. - Assumption of leadership roles at school, community (school-related), or district level. - Guiding and collaborating with peers in advancing school goals and in the development of a schoolwide discipline model.