

Phoenix Union High School District #210



**Behavior Intervention Specialist Instrument
And
Supporting Documents**

2014 -2015 SY

Behavior Intervention Specialist Evaluation Committee Members-2014

This document was collaboratively developed by a joint committee composed of members of the Classroom Teachers' Association, site level administrators, and CES administrators. The Behavior Intervention Specialist Evaluation Committee will remain active during the school year to solicit feedback on the instrument, consider revisions to the document and the evaluation process, and ensure that the Phoenix Union High School District evaluation procedures align to current Arizona Revised Statutes while focusing on maintaining and improving instructional practices.

The following people spent many hours on the development of a new Behavior Intervention Specialist evaluation system. The design of the new Behavior Intervention Specialist evaluation instrument exemplifies their commitment to the profession of education, confidence in their colleagues and dedication to the students that they serve.

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Philosophy and Beliefs

This system of assessment and evaluation of the performance of certificated and/or licensed Behavior Intervention Specialists within the Phoenix Union High School District has been developed through a partnership between administrators and certificated Behavior Intervention Specialists. This process reflects the co-commitment of the administrators and the certificated Behavior Intervention Specialists to a climate of mutual respect and student success. The evaluation process is intentionally designed to be supportive, ensuring Behavior Intervention Specialists are provided the opportunity to demonstrate their expertise and hone their skills. Successful implementation depends upon each employee's knowledge and understanding of the components of the process. These procedures are not static, but subject to change and improvement.

Given that student learning is the primary focus of Behavior Intervention Specialists' professional time, the types and quality of services provided by Behavior Intervention Specialists contribute to enhanced student learning experiences.

This system was developed based on the beliefs that:

- Behavior Intervention Specialist evaluation should be a shared responsibility—effective, efficient, and flexible to meet individual needs.
- Behavior Intervention Specialist evaluation should be a dynamic system based on team effort and continuous at several levels.
- Behavior Intervention Specialist evaluation should meet individual and organizational needs for continuous improvement and accountability.
- Behavior Intervention Specialist evaluation will incorporate formative and summative processes, based on professional growth, and student service.
- Behavior Intervention Specialists are willing to improve if given options for designing their own professional growth.
- Behavior Intervention Specialist evaluation shall be based on Arizona Revised Statutes, utilizing the governing board approved instrument and administered consistently.
- Behavior Intervention Specialist evaluation feedback shall be timely, direct, and meaningful.
- Behavior Intervention Specialist evaluation is a top priority for administrators and Behavior Intervention Specialists.

The instrument includes four (4) performance classifications designated as Highly Effective, Effective, Developing, and Ineffective.

Behavior Intervention Specialists Observation Instrument, SY 2014-2015

PUHSD STANDARD 1: INTERVENTION PLANNING & PREPARATION

Element	Highly Effective - 4	Effective - 3 (Proficient) Meets criteria at level 3	Developing - 2	Ineffective - 1	Non-Compliance 0	Not Demonstrated ND
	Descriptors					
<p>1.1 Develop evidence-based FBAs & BIPs.</p> <hr/> <p>Pre-Conference Observation Post-Conference</p>	<p>The Behavior Intervention Specialist (BIS) fulfills the criteria for Level 3& also:</p> <ul style="list-style-type: none"> uses the information collected & facilitates review with ED/Behavioral Teams in maintaining the development of FBAs & BIPs. works with the campus, administration I-Team, & ESS Team to identify students in need, not just those referred. 	<p>The Behavior Intervention Specialist (BIS) effectively develops FBAs/BIPs from multiple sources, (e.g., family, student, teachers, case managers, disabilities, school records, IEP records/files, other related materials, & student observations).</p>	<p>The Behavior Intervention Specialist (BIS) inconsistently develops FBAs/BIPs that are supported by evidence-based strategies & student data.</p>	<p>The Behavior Intervention Specialist (BIS) ineffectively develops FBAs/BIPs that are based on student data.</p>	<p>The Behavior Intervention Specialist (BIS) does not develop FBAs/BIPs that are based on student data.</p>	<p>The evaluator did not observe this element during the period covered by this evaluation.</p>
<p>1.2 Utilizes school & community resources.</p> <hr/> <p>Pre-Conference Observation Post-Conference</p>	<p>The BIS fulfills the criteria for Level 3 & also:</p> <ul style="list-style-type: none"> Recruits outside agencies to provide services. utilizes campus resources & outside agencies as appropriate. 	<p>The BIS effectively utilizes school & community resources (e.g., support service teams, related service providers, & appropriate community-based agencies) if & as related to FBA & BIP services.</p>	<p>The BIS inconsistently utilizes school & community resources</p>	<p>The BIS ineffectively utilizes school & community resources.</p>	<p>The BIS does not utilize school & community resources.</p>	<p>The evaluator did not observe this element during the period covered by this evaluation.</p>

Behavior Intervention Specialists Observation Instrument, SY 2014-2015

PUHSD STANDARD 1: INTERVENTION PLANNING & PREPARATION

Element	Highly Effective - 4	Effective - 3 (Proficient) Meets criteria at level 3	Developing - 2	Ineffective - 1	Non-Compliance 0	Not Demonstrated ND
	Descriptors					
1.3: Designs practices & services for group & individual modalities. Pre-Conference Observation Post-Conference	The BIS fulfills the criteria for Level 3 & also systematically/holistically incorporates campus and/or other community agencies that provide student wraparound services.	The BIS understands concepts & methods of inquiry; uses a variety of strategies to encourage students' development of critical-thinking, problem-solving, & performance skills; & creates learning experiences that make content meaningful & related to the stressors and/or life experiences to all students.	The BIS inconsistently utilizes concepts related to conducting individual/group counseling services.	The BIS ineffectively designs practices & services for group & individual modalities.	The BIS does not design practices & services for group & individual modalities.	The evaluator did not observe this element during the period covered by this evaluation.

Types/Sources of Evidence May Include:

- Artifacts: FBA/BIP Tracking Log, FBA information gathering form, Daily Service Log, FBA/BIP Progress Sheet, Daily behavior monitoring log.
- Correspondence - parents/teachers/staff
- Observation
- Notes on group topics
- Stakeholder feedback
- Functional Behavioral Assessment (FBA)
- Behavior Intervention Plan (BIP)
- Progress Monitoring Plan
- IEP

Behavior Intervention Specialist Observation Instrument, SY 2014-15

PUHSD STANDARD 2: DELIVERY & FACILITATION OF INTERVENTIONS						
Element	Highly Effective - 4	Effective - 3 (Proficient) Meets criteria at level 3	Developing - 2	Ineffective - 1	Non-Compliance - 0	Not Demonstrated - ND
Descriptors						
<p>2.1: Collaborates with personnel to improve student success.</p> <hr/> <p>Pre-Conference Observation Post-Conference</p>	<p>The BIS fulfills the criteria for Level 3 & also utilizes skills such as advocacy, assessment, consultation, counseling, & collaboration to create & implement developmentally appropriate & targeted interventions in order to address strengths & areas of need of students.</p>	<p>The BIS effectively communicates BIP strategies with parents, student, teachers, & support staff to reinforce positive behavior interventions.</p>	<p>The BIS inconsistently communicates with parents, student, & staff to promote student success.</p>	<p>The BIS has only limited communication with parents, student, & staff on BIP strategies.</p>	<p>The BIS does not collaborate with personnel to improve student success.</p>	<p>The evaluator did not observe this element during the period covered by this evaluation.</p>
<p>2.2: Review of data & analysis for adjusting intervention plans & services.</p> <hr/> <p>Pre-Conference Observation Post-Conference</p>	<p>The BIS fulfills the criteria for Level 3 & also adjusts & reviews the BIPs more frequently & demonstrates through documents evidence of tracking that reflects updated reviews & progress made according to the needs of the student.</p>	<p>The BIS effectively reviews & revises the BIP & services at least annually, or as appropriate during the school year. Use of positive behavioral interventions to develop appropriate student social & coping skills based on data analysis that is monitored & adjusted as needed. To monitor & support student behaviors.</p>	<p>The BIS ineffectively reviews data associated with the needs to adjust BIPs & services as appropriate.</p>	<p>The BIS does not monitor student's social & behavior skills & does not adjust the BIP based on data.</p>	<p>The BIS does not perform a review of data & analysis for adjusting intervention plans & services.</p>	<p>The evaluator did not observe this element during the period covered by this evaluation.</p>
<p>2.3: Demonstrates flexibility & responsiveness.</p> <hr/> <p>Pre-Conference Observation Post-Conference</p>	<p>The BIS fulfills the criteria for Level 3 & also responds to District crisis on other school campuses, consult & coordinate with additional crisis teams & provider counseling agencies within the community.</p>	<p>The BIS:</p> <ul style="list-style-type: none"> effectively responds to school crisis situations & adjusts workload schedule in order to work with students. consistently maintains expected IEP requirements regarding related counseling services. 	<p>The BIS shows ineffective/inconsistent crisis response to school crisis situation with limited capability of working with students.</p>	<p>The BIS shows limited or minimal flexibility in response to school crisis & limited work with students.</p>	<p>The BIS does not demonstrate flexibility & responsiveness.</p>	<p>The evaluator did not observe this element during the period covered by this evaluation.</p>

Behavior Intervention Specialist Observation Instrument, SY 2014-15

PUHSD STANDARD 2: DELIVERY & FACILITATION OF INTERVENTIONS						
Element	Highly Effective - 4	Effective - 3 (Proficient) Meets criteria at level 3	Developing - 2	Ineffective - 1	Non-Compliance - 0	Not Demonstrated - ND
Descriptors						
<p>2.4: Provides information on student development & referral for support(s).</p> <hr/> <p>Pre-Conference Observation Post-Conference</p>	<p>The BIS fulfills the criteria for Level 3 & also conducts District in-services & trainings to community & parents & follow-up on referrals made for student support.</p>	<p>The BIS:</p> <ul style="list-style-type: none"> effectively implements in-service training for school staff to address positive behavioral intervention. demonstrates skills of problem-solving & conflict resolution while identifying the need for group topics to decrease student barriers & risk factors. 	<p>The BIS ineffectively identifies the needs of student supports by topic & need or by related service provider, school, & community supports.</p>	<p>The BIS does not identify the needs of student supports.</p>	<p>The BIS does not provide information on student development & referral for support(s).</p>	<p>The evaluator did not observe this element during the period covered by this evaluation.</p>
<p>2.5: Organizing time effectively.</p> <hr/> <p>Pre-Conference Observation Post-Conference</p>	<p>The BIS fulfills the criteria for Level 3 & also:</p> <ul style="list-style-type: none"> maximizes time management skills in addressing priorities established for staff consultation & student observation. meets all required service timelines & participates in scheduled meetings for students on the BIS caseload. 	<p>The BIS consistently utilizes email, electronic calendar, desk top and/or personal agenda to organize meetings, meeting timelines, paperwork deadlines, & meetings with students on caseload.</p>	<p>The BIS inconsistently utilizes email, electronic calendar, desk top and/or personal agenda to organize meetings, meeting timelines, & meetings with students.</p>	<p>The BIS minimizes priorities that result in confusion, missed deadlines, & not complying with completion of paperwork.</p>	<p>The BIS does not organize time effectively.</p>	<p>The evaluator did not observe this element during the period covered by this evaluation.</p>

Behavior Intervention Specialist Observation Instrument, SY 2014-15

PUHSD STANDARD 2: DELIVERY & FACILITATION OF INTERVENTIONS						
Element	Highly Effective - 4	Effective - 3 (Proficient) Meets criteria at level 3	Developing - 2	Ineffective - 1	Non-Compliance - 0	Not Demonstrated - ND
Descriptors						
<p>Types/Sources of Evidence May Include:</p> <ul style="list-style-type: none"> • Artifacts: FBA/BIP tracking log, FBA information gathering form, Daily Service Log, FBA/BIP Progress Sheet, Daily behavior monitoring log • Correspondence - parent/teachers/staff • Observation • Notes on group topics • Stakeholder Feedback • Functional Behavioral Assessment (FBA) • Behavior Intervention Plan (BIP) • Progress Monitoring Plan • IEP • Student/Parents conference notes & logs • Emails & other communication methods • Development trainings/presentations related to intervention delivery & facilitation (handouts, agenda, PowerPoint) 						

Behavior Intervention Specialist Observation Instrument, SY 2014-15

PUHSD STANDARD 3. DATA-BASED DECISION MAKING, ASSESSMENT, AND EVALUATION OF PRACTICES						
Element	Highly Effective - 4	Effective - 3 (Proficient) Meets criteria at level 3	Developing - 2	Ineffective - 1	Non-Compliance 0	Not Demonstrated ND
Descriptors						
<p>3.1: Implementation of an effective BIP.</p> <hr/> <p>Pre-Conference Observation Post-Conference</p>	<p>The BIS fulfills the criteria for Level 3 & also monitors the BIP through frequent follow-up with teachers/staff & seeks their feedback & provide additional strategies to ensure the most effective practices are occurring.</p>	<p>The BIS:</p> <ul style="list-style-type: none"> effectively reviews & distributes the BIP to teachers/staff/IEP team, parent/student in the IEP meeting, and/or via email and/or written correspondence, explaining how the BIP will support the student's behavior. follows up with teachers/staff to measure compliance & effectiveness of the BIP. 	<p>The BIS inconsistently implements the BIP through participating in the IEP process & interacting with others.</p>	<p>The BIS is ineffective in implementing a BIP or understanding the process of educating parents/students/staff.</p>	<p>The BIS does not implement effective BIPs</p>	<p>The evaluator did not observe this element during the period covered by this evaluation.</p>
<p>3.2: Using assessment data to develop & implement evidence-based services & interventions.</p> <hr/> <p>Pre-Conference Observation Post-Conference</p>	<p>The BIS fulfills the criteria for Level 3 & also uses school-wide group & individual data to understand the larger issues impacting sub-populations such as disproportionality, the achievement gap, access to mental health & basic needs, to better advocate for students.</p>	<p>The BIS effectively interprets the FBA, using data collection to understand frequency, duration, & intensity of behavior(s) to determine intervention strategies & make recommendations for other types of services.</p>	<p>The BIS inconsistently uses assessment data to develop & implement evidence-based services & interventions.</p>	<p>The BIS ineffectively uses assessment data to implement evidence-based services & interventions.</p>	<p>The BIS does not use assessment data to develop & implement evidence-based services & interventions.</p>	<p>The evaluator did not observe this element during the period covered by this evaluation.</p>

Behavior Intervention Specialist Observation Instrument, SY 2014-15

PUHSD STANDARD 3. DATA-BASED DECISION MAKING, ASSESSMENT, AND EVALUATION OF PRACTICES

Element	Highly Effective - 4	Effective - 3 (Proficient) Meets criteria at level 3	Developing - 2	Ineffective - 1	Non-Compliance 0	Not Demonstrated ND
Descriptors						
<p>3.3: Shares student performance data in a relevant & understandable way.</p> <hr/> <p>Pre-Conference</p> <p>Observation</p> <p>Post-Conference</p>	<p>The BIS fulfills the criteria for Level 3 & also reviews & follows-up with student & stakeholders to utilize student observations & point sheets to address strengths & areas of need.</p>	<p>The BIS:</p> <ul style="list-style-type: none"> effectively provides feedback on student performance & other assessment data to stakeholders/student. presents data in a way that is understandable & relevant to stakeholders'/students' interests/needs. 	<p>The BIS inconsistently shares student performance data in a relevant & understandable way.</p>	<p>The BIS frequently shares:</p> <ul style="list-style-type: none"> little to no student performance data, or irrelevant student performance data, or student performance data that is not understandable. 	<p>The BIS does not share student performance data in a relevant & understandable way.</p>	<p>The evaluator did not observe this element during the period covered by this evaluation.</p>

Types/Sources of Evidence May Include:

- Artifacts: FBA/BIP Tracking log, FBA information gathering form, Daily Service Log, FBA/BIP Progress Sheet, Daily behavior monitoring log
- Correspondence - parent/teachers/staff
- Observation
- Notes on group topics
- Stakeholder Feedback
- Functional Behavioral Assessment (FBA)
- Behavior Intervention Plan (BIP)
- Progress Monitoring Plan
- IEP

Behavior Intervention Specialist Observation Instrument, SY 2014-15

PUHSD STANDARD 4: LEARNING ENVIRONMENT/CAMPUS CLIMATE

Element	Highly Effective - 4	Effective - 3 (Proficient) Meets criteria at level 3	Developing - 2	Ineffective - 1	Non Compliant 0	Not Demonstrated ND
Descriptors						
<p>4.1: Creating an environment of respect & rapport.</p> <hr/> <p>Pre-Conference Observation Post-Conference</p>	<p>The BIS fulfills the criteria for Level 3 & also:</p> <ul style="list-style-type: none"> • shows empathetic listening skills, • addresses ethical dilemmas that impact working relationships, • works collaboratively with staff, & • as shown by the comfort & trust exhibited by staff & students towards the BIS, has earned the respect and rapport of students. 	<p>The BIS:</p> <ul style="list-style-type: none"> • effectively uses small group or individual sessions to allow students to openly express/share feelings. • interacts with staff & students in a positive, respectful, & supportive manner to address concerns regarding student behaviors, social & learning needs. 	<p>The BIS inconsistently shows early signs of recognizing the difference between positive/respectful behaviors & negative disrespectful behaviors that interfere with working relationships.</p>	<p>The BIS ineffectively establishes healthy working relationships.</p>	<p>The BIS does not create an environment of respect and support.</p>	<p>The evaluator did not observe this element during the period covered.</p>
<p>4.2: Management of student behaviors.</p> <hr/> <p>Pre-Conference Observation Post-Conference</p>	<p>The BIS fulfills the criteria for Level 3 & also:</p> <ul style="list-style-type: none"> • implements strategies to promote positive behavior, crisis intervention, & family support in varied learning environments. • monitors & responds to intra-group behavior changes across activities & learning environments. 	<p>The BIS:</p> <ul style="list-style-type: none"> • implements an effective behavioral approach that is mindful of the students' unique, personal, educational, social and/or behavioral needs. • understands similarities & differences of student behaviors with & without disabilities; • facilitates development & implementation of classroom routines, rules, & consequences in varied learning environments. 	<p>The BIS utilizes generic behavioral recommendations without regard to setting or skill level of students.</p>	<p>The BIS ineffectively manages student behaviors.</p>	<p>The BIS does not manage student behaviors.</p>	<p>The evaluator did not observe this element during the period covered.</p>

Behavior Intervention Specialist Observation Instrument, SY 2014-15

PUHSD STANDARD 4: LEARNING ENVIRONMENT/CAMPUS CLIMATE

Element	Highly Effective - 4	Effective - 3 (Proficient) Meets criteria at level 3	Developing - 2	Ineffective - 1	Non Compliant 0	Not Demonstrated ND
Descriptors						
<p>4.3. Collaborates with school personnel to foster student engagement & promote safe school environment.</p> <p>Pre-Conference</p> <p>Observation</p> <p>Post-Conference</p>	<p>The BIS fulfills the criteria for Level 3 & also will facilitate and/or has a lead role as a member of one or more of school wide safety teams and/or clubs/extra-curricular activities.</p>	<p>The BIS effectively attends & participates in school safety teams & meetings such as I-Team, Threat Management Team, Crisis response, bullying prevention, CPS, school violence, & student suicide.</p>	<p>The BIS shows an ineffective understanding of the various teams & meeting schedule & how they work within the school environment.</p>	<p>The BIS shows little to no collaboration with regard to school safety teams.</p>	<p>The BIS does not collaborate with school personnel to foster student engagement & promote a safe school environment.</p>	<p>The evaluator did not observe this element during the period covered</p>
<p>4.4. Integrates relevant cultural issues that impact family & school partnerships.</p> <p>Pre-Conference</p> <p>Observation</p> <p>Post-Conference</p>	<p>The BIS fulfills the criteria for Level 3 &:</p> <ul style="list-style-type: none"> • always utilizes materials & develops activities that counteract stereotypes & incorporates contributions of various cultures. • as needed to support student's BIP, shares relevant family, cultural, social, & economic information with school staff. 	<p>The BIS:</p> <ul style="list-style-type: none"> • consistently embraces diversity & seeks & incorporates different points of view into professional practice. • provides services that are compatible with the culture of the child & the child's parent/guardian/family members. 	<p>The BIS shows an inconsistent understanding of how a student's culture & background can influence development, personality, & school performance.</p>	<p>The BIS does not show an understanding of how a student's culture can impact development, personality, & school performance.</p>	<p>The BIS does not integrate relevant cultural issues that impact family & school partnerships.</p>	<p>The evaluator did not observe this element during the period covered</p>

Behavior Intervention Specialist Observation Instrument, SY 2014-15

PUHSD STANDARD 4: LEARNING ENVIRONMENT/CAMPUS CLIMATE

Element	Highly Effective - 4	Effective - 3 (Proficient) Meets criteria at level 3	Developing - 2	Ineffective - 1	Non Compliant 0	Not Demonstrated ND
Descriptors						
<p>Types/Sources of Evidence May Include:</p> <ul style="list-style-type: none"> • Artifacts: Written or electronic communications • Observation • Stakeholder feedback • Conference/interview • Professional Growth Plan • Threat Assessment participation/facilitation • Crisis Intervention participant/facilitation • Professional development trainings/presentation related to school climate, violence prevention, crisis intervention, cultural competency & mental health issues • School based programs - development & implementation 						

Behavior Intervention Specialist Observation Instrument, SY 2014-15

PUHSD STANDARD 5: PROFESSIONAL RESPONSIBILITIES & ETHICAL PRACTICES

Element	Highly Effective - 4	Effective - 3 (Proficient) Meets criteria at level 3	Developing - 2	Ineffective - 1	Non Compliance 0	Not Demonstrated ND
	Descriptors					
<p>5.1: Demonstrates oral & written communication with stakeholders.</p> <hr/> <p>OC1: Pre-Conference Observation Post-Conference</p> <p>OC2: Pre-Conference Observation Post-Conference</p>	<p>The BIS fulfills the criteria for Level 3 &:</p> <ul style="list-style-type: none"> provides stakeholders with specific goals & continuously follows-up on the anticipated outcomes. conducts community outreach. 	<p>The BIS' oral & written communication is professional & comprehensible to parent, staff, student, & community agencies.</p>	<p>The BIS is inconsistent in communication with parent, staff, student, & community agencies.</p>	<p>The BIS shows a lack of communication with parent, staff, student, & community agencies.</p>	<p>The BIS does not demonstrate oral & written communication with stakeholders.</p>	<p>The evaluator did not observe this element during the period covered.</p>
<p>5.2: Participates in all team & professional meetings.</p> <hr/> <p>OC1: Pre-Conference Observation Post-Conference</p> <p>OC2: Pre-Conference Observation Post-Conference</p>	<p>The BIS fulfills the criteria for Level 3 &:</p> <ul style="list-style-type: none"> participates in decision making structures within the school, District, & community. collaborates & mentors colleagues to improve their effectiveness. 	<p>The BIS consistently attends required team meetings & provides professional insight & feedback while engaging in consultation with key participants.</p>	<p>The BIS shows limited participation in required team & professional meetings.</p>	<p>The BIS shows poor attendance for required team & professional meetings.</p>	<p>The BIS does not participate in all team & professional meetings.</p>	<p>The evaluator did not observe this element during the period covered.</p>

Behavior Intervention Specialist Observation Instrument, SY 2014-15

PUHSD STANDARD 5: PROFESSIONAL RESPONSIBILITIES & ETHICAL PRACTICES

Element	Highly Effective - 4	Effective - 3 (Proficient) Meets criteria at level 3	Developing - 2	Ineffective - 1	Non Compliance 0	Not Demonstrated ND
	Descriptors					
<p>5.3: Professional growth.</p> <hr/> <p>OC1: Pre-Conference Observation Post-Conference</p> <p>OC2: Pre-Conference Observation Post-Conference</p>	<p>The BIS fulfills the criteria for Level 3 & attends specialized external trainings that are related to the BIS' duties and/or supports campus I-Teams.</p>	<p>The BIS consistently attends District trainings, workshops, in-services, conferences, seminars, & webinars that support the BIS' role & responsibilities.</p>	<p>The BIS inconsistently attends District trainings, workshops, in services, conferences, seminars, & webinars that support the BIS' role & responsibilities.</p>	<p>The BIS does not attend District trainings, workshops, in services, conferences, seminars, & webinars that support the BIS' role & responsibilities.</p>	<p>The BIS does not engage in professional growth activities.</p>	<p>The evaluator did not observe this element during the period covered</p>
<p>5.4: Demonstrates professionalism & complies with District policies, state & federal laws, & ethical practices.</p> <hr/> <p>OC1: Pre-Conference Observation Post-Conference</p> <p>OC2: Pre-Conference Observation Post-Conference</p>	<p>The BIS fulfills the criteria for Level 3 & contributes to & advocates for the development of policies and/or protocols related to ethics.</p>	<p>The BIS consistently:</p> <ul style="list-style-type: none"> • demonstrates positive & healthy working relationships with family members, colleagues, students, community representatives. • follows District Professional Agreement, & discipline, NASW Code of Ethics, APA, & IDEA. 	<p>The BIS inconsistently demonstrates professional ethical practice or compliance with the policies set by the District & state & federal laws.</p>	<p>The BIS demonstrates limited professional ethical practice or compliance with the policies set by the District & state & federal laws.</p>	<p>The BIS does not demonstrate professionalism or comply with District policies, state & federal laws, & ethical practices.</p>	<p>The evaluator did not observe this element during the period covered</p>

Behavior Intervention Specialist Observation Instrument, SY 2014-15

PUHSD STANDARD 5: PROFESSIONAL RESPONSIBILITIES & ETHICAL PRACTICES						
Element	Highly Effective - 4	Effective - 3 (Proficient) Meets criteria at level 3	Developing - 2	Ineffective - 1	Non Compliance 0	Not Demonstrated ND
	Descriptors					
<p>Sources/Types of Evidence May Include:</p> <ul style="list-style-type: none"> • Artifacts: Demonstration of time management (e.g., logs, electronic & desk calendars, personal agenda / day timer) • Observation • Stakeholder Feedback • Conference/Interview • Self-Assessment • Professional Growth Plan • Other: <ul style="list-style-type: none"> o Professional Development/Goal Plan (attending conferences & trainings that will enhance achievement of professional goals; o Participating in activities that will increase capacity) o Documentation of attendance at professional development presentations, professional conferences & workshops aligned with professional development goals o Documentation of Continuing Education Units (CEUs) o Conference/workshop follow-up activities/implementation o Professional learning community participation/facilitation o Membership in professional organization o Documentation of supervision/mentoring activities 						

Behavior Intervention Specialist Observation Cycle Score Sheet, SY 2014-15

BIS Name: _____ School Year: _____

Department: _____ School: _____

Course & Period	Observation Cycle 1 <i>(To be completed by Dec. 1st)</i>			Observation Cycle 2 <i>(To be completed by May 1st)</i>		
	Pre	Obs	Post	Pre	Obs	Post
Inclusion Class: Y/N						
Date:						

PUHSD Standard 1: Intervention Planning & Preparation. Record scores in non-shaded area for each element.

E = Element, as it appears in BIS Observation Instrument	Observation Cycle 1			Observation Cycle 2		
	Pre	Obs	Post	Pre	Obs	Post
E1.1 Develop evidence-based FBAs & BIPs.						
E1.2 Utilizes school & community resources.						
E1.3 Designs practices & services for groups & individual modalities.						
Evaluator Comments:	OC 1 Aggregate Score =			OC 2 Aggregate Score =		
	Summative Score for Standard 1 =					
	**Mark if Professional Development is needed:					

PUHSD Standard 2: Delivery & Facilitation of Interventions. Record scores in non-shaded area corresponding to each element.

E = Element, as it appears in BIS Observation Instrument	Observation Cycle 1			Observation Cycle 2		
	Pre	Obs	Post	Pre	Obs	Post
E2.1. Collaborates with personnel to improve student success.						
E2.2. Review of data & analysis for adjusting intervention plans & services.						
E2.3. Demonstrates flexibility & responsiveness						
E2.4. Provides information on student development & referral for support(s).						
E2.5. Organizing time effectively.						
Evaluator Comments:	OC 1 Aggregate Score =			OC 2 Aggregate Score =		
	Summative Score for Standard 2 =					
	**Mark if Professional Development is needed:					

Standard 3: Assessment. Record scores in non-shaded area corresponding to each element.

E = Element, as it appears in BIS Observation Instrument	Observation Cycle 1			Observation Cycle 2		
	Pre	Obs	Post	Pre	Obs	Post
E3.1. Implementation of an effective BIP.						
E3.2. Using assessment data to develop & implement evidence-based services & interventions.						
E3.3. Shares student performance data in a relevant & understandable way.						
Evaluator Comments:	OC 1 Aggregate Score =			OC 2 Aggregate Score =		
	Summative Score for Standard 3 =					
	**Mark if Professional Development is needed:					

PUHSD Standard 4: Learning Environment/Campus Climate. Record scores in non-shaded area corresponding to each element.

E = Element, as it appears in BIS Observation Instrument	Observation Cycle 1			Observation Cycle 2		
	Pre	Obs	Post	Pre	Obs	Post
E4.1. Creating an environment of respect & rapport.						
E4.2. Management of student behaviors.						
E4.3. Collaborates with school personnel to foster student engagement & promote safe school environment.						
E4.4. Integrates relevant cultural issues that impact family & school partnerships.						
Evaluator Comments:	OC 1 Aggregate Score =			OC 2 Aggregate Score =		
	Summative Score for Standard 4 =					
	**Mark if Professional Development is needed:					

Behavior Intervention Specialist Observation Cycle Score Sheet, SY 2014-15

BIS Name: _____ School Year: _____

Department: _____ School: _____

PUHSD Standards & Elements: Standards 1 - 4.

	OC 1 Aggregate Score =		OC 2 Aggregate Score =	
Average Summative Scores for Standards 1- 4 =				

PUHSD Standard 5: Professional Responsibilities & Ethical Practices. Record scores in non-shaded area corresponding to each element.

E = Element, as it appears in BIS Observation Instrument	Observation Cycle 1			Observation Cycle 2		
	Pre	Obs	Post	Pre	Obs	Post
E5.1. Demonstrates oral & written communication with stakeholders.						
E5.2. Participates in all team & professional meetings.						
E5.3. Professional growth.						
E5.4. Demonstrates professionalism & complies with District policies, state & federal laws, & ethical practices.						
Evaluator Comments:	OC 1 Aggregate Score =		OC 2 Aggregate Score =			
	Summative Score for Standard 5 =					
	**Mark if Professional Development is needed:					

Summative Classroom Performance Rating Score (the 67% score), based on Standards 1 - 5.

	Summative Classroom Performance Rating Score (the 67% Score) =			
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Observation Cycle One Strength(s): _____

Observation Cycle One Support(s): _____

Observation Cycle Two Strength(s): _____

Observation Cycle Two Support(s): _____

Professional Growth Plan Attained Goal >> Did not attain goal>>

**If Professional Development is marked as needed in any standard of the BIS Observation Instrument, record next steps on the professional development component of the professional growth plan.

Obs 1: BIS Signature: _____ Date _____ Evaluator Signature: _____ Date _____

Obs 2: BIS Signature: _____ Date _____ Evaluator Signature: _____ Date _____

- Check this box after 1st observation cycle if the BIS has met the requirements of and is taking part in the Successful BIS Observation Option for their 2nd observation cycle.
- Check this box after 1st observation cycle if the BIS has met the requirements of and is taking part in the Highly Effective BIS Observation Option and waiving the 2nd observation cycle.
- Check this box after 2nd observation cycle as indication that requirements of A.R.S. § 15-537 have been met.

Signing this form verifies receipt of the evaluation but does not necessarily indicate agreement with the content. Within five days of receipt of this document the BIS may attach comments if desired.

- ◇ Aggregate score of 3.3 or higher, based on the teacher's performance on the first four standards with no score below 3
- ◇◇ Aggregate score of 3.75 or higher is attained, based on the teacher's performance on the first four standards with no score below 3

**Behavior Intervention Specialist Evaluation
Appendix A. Professional Growth Plan Form
(One required goal from at least one standard)**

Personal Goal: _____

Continuous Improvement Plan alignment: _____

Standard & Element:	Objective(s):	Activities:	Evidence of accomplishment:
<input type="checkbox"/> Standard 1. Intervention Planning & Preparation. _____ _____	Specific objective(s) based on my self-evaluation: _____ _____	<input type="checkbox"/> Professional Growth _____ _____	<input type="checkbox"/> Student data logs <input type="checkbox"/> Student work samples <input type="checkbox"/> Best practices refined <input type="checkbox"/> Teacher collaboration <input type="checkbox"/> Parent collaboration <input type="checkbox"/> Certificate of course completion or transcripts <input type="checkbox"/> Student work samples <input type="checkbox"/> Evidence of literary/communication strategy implementation <input type="checkbox"/> Student self-assessment formal/summative assessment results <input type="checkbox"/> Course curriculum & aligned assessments <input type="checkbox"/> Lesson plans <input type="checkbox"/> Differentiated lessons <input type="checkbox"/> Synergy grade book <input type="checkbox"/> Emergency lesson plans <input type="checkbox"/> IEP progress reports <input type="checkbox"/> Other(s) _____ _____
<input type="checkbox"/> Standard 2. Delivery & Facilitation of Interventions. _____ _____	_____ _____ _____	_____ _____ _____	
<input type="checkbox"/> Standard 3. Data Based Decision Making, Assessment, & Evaluation of Practices. _____ _____	_____ _____ _____	<input type="checkbox"/> Professional Development _____ _____	
<input type="checkbox"/> Standard 4. Learning Environment /Campus Climate. _____ _____	_____ _____ _____	_____ _____ _____	
<input type="checkbox"/> Standard 5. Professional Responsibilities & Ethical Standards. _____ _____	_____ _____ _____	_____ _____ _____	
_____ _____	_____ _____	_____ _____	
_____ _____	_____ _____	_____ _____	

Evaluator Recommendation

- Attained or made satisfactory progress toward Plan Objectives
- Did not make satisfactory progress toward Plan Objectives.

Administrator Signature

Date

BIS Signature

Date

Signing this form verifies receipt of the evaluation but does not necessarily indicate agreement with the content.

Within five days of receipt of this document, the Behavioral Intervention Specialist may attach comments if desired.

Behavior Intervention Specialist Evaluation
Appendix B. Professional Development Plan Form
(One required goal from at least one standard)

Evaluators collaborate with Behavior Intervention Specialists (BIS) who score developing or ineffective in element(s) by using this worksheet to guide the Professional Development Plan. This document can be used as the official Professional Development Plan. PDP form must be signed by evaluator & BIS.

Standard & Element:	Objective(s) for Elements rated as 2 or 1 in OC 1 or OC 2:	Activities:	Evidence of accomplishment:
<p>Standard 1. Intervention Planning & Preparation</p> <ul style="list-style-type: none"> <input type="checkbox"/> E1.1. Develop evidence based FBAs & BIPS <input type="checkbox"/> E1.2 Utilizes school & community resources <input type="checkbox"/> E1.3 Designs practices & services for groups & individual modalities <p>Standard 2. Intervention Delivery & Facilitation</p> <ul style="list-style-type: none"> <input type="checkbox"/> E2.1. Collaborates with personnel to improve student success <input type="checkbox"/> E2.2. Review of data & analysis for adjusting intervention plans & services <input type="checkbox"/> E2.3. Demonstrates flexibility & responsiveness <input type="checkbox"/> E2.4. Provides information on student development & referral for support(s) <input type="checkbox"/> E2.5. Organizes time effectively <p>Standard 3. Data Based Decision Making, Assessments, & Evaluation of Practices</p> <ul style="list-style-type: none"> <input type="checkbox"/> E3.1. Implementation of an effective BIP <input type="checkbox"/> E3.2. Using assessment data to develop & implement evidence based services & interventions <input type="checkbox"/> E3.3. Shares student performance data in a relevant & understandable way <p>Standard 4. Learning Environment/Campus Climate</p> <ul style="list-style-type: none"> <input type="checkbox"/> E4.1. Creating an environment of respect & rapport <input type="checkbox"/> E4.2. Management of student behaviors <input type="checkbox"/> E4.3. Collaborates with school personnel & students to foster student engagement & promote a safe school environment <input type="checkbox"/> E4.4. Integrates relevant cultural issues that impact family & school partnerships <p>Standard 5. Professional responsibilities & ethical practices</p> <ul style="list-style-type: none"> <input type="checkbox"/> E5.1. Demonstrates oral & written communication with stakeholders <input type="checkbox"/> E5.2. Participates in all team meetings & professional meetings <input type="checkbox"/> E5.3. Professional Growth <input type="checkbox"/> E5.4. Demonstrates professionalism & complies with District policies, state & federal laws, & ethical practices 	<p>Specific objectives supporting Elements rated 2 or 1 in Observation Cycle 1 or Observation Cycle 2</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<ul style="list-style-type: none"> <input type="checkbox"/> Professional Growth (College course, District Pro. Growth, National Board Certification) <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <ul style="list-style-type: none"> <input type="checkbox"/> Professional Development (PLC, In-service, Conferences, Induction, Training/workshops) 	<ul style="list-style-type: none"> <input type="checkbox"/> Student data logs <input type="checkbox"/> Best practices refined <input type="checkbox"/> Teacher collaboration <input type="checkbox"/> Parent collaboration <input type="checkbox"/> Certificate of course completion or transcripts <input type="checkbox"/> Other(s): <input type="checkbox"/> FBA/BIP Tracking log <input type="checkbox"/> Behavior Contract, Daily Service Log, <input type="checkbox"/> Other(s): <input type="checkbox"/> FBA/BIP Tracking log <input type="checkbox"/> Behavior Contract, Daily Service Log, FBA/BIP Progress Sheet, Daily student service log, Daily behavior monitoring log, FBA Intervention checklist, Synergy Conference notes, MIPS billing, <input type="checkbox"/> IEP Pro completed FBAs/BIPs <input type="checkbox"/> Group counseling-sign sheets and notes <input type="checkbox"/> Team meeting sign-in sheet/agenda/minutes, <input type="checkbox"/> Correspondence - parent/teachers/staff, Mediation forms/No contact contract <p><input type="checkbox"/> Other (specify):</p> <hr/> <hr/> <hr/> <hr/> <hr/>