

Support Facilitation Standards

School _____ Date(s) _____ Observer _____

Standards	Indicators	Evident	Not Evident	Comments
Standard 1: <i>Communication and Collaboration with school personnel (general education teachers and administrators)</i>	a. Participate in the school-wide scheduling process that reflects a continuum of service delivery models, based on individual student needs.			
	b. Participate in department/grade-level meetings, professional development and other critical school-wide initiatives.			
	c. Share effective classroom management strategies.			
	d. Share effective classroom instructional strategies.			
	e. Co-develop plans for lesson adjustment which incorporate differentiated instruction, and universal design for learning.			
	f. Share student-specific information (i.e. accommodations and modifications) and progress towards the IEP goals.			
	g. Assist with the successful implementation of supports and services in the general education setting.			
Standard 2: <i>Curriculum and Behavior</i>	a. Develop a working knowledge of Common Core Standards for the content area curriculum.			
	b. Develop a knowledge of ways to differentiate core content lessons for SWDs.			
	c. Develop knowledge in appropriate interventions (programs and strategies) for reading and mathematics.			
	d. Assist with development and implementation of a student's Positive Behavior Intervention Plan (PBIP).			
	e. Utilize progress monitoring/data tools to assist with data-driven decisions.			
	f. Provide targeted instruction/assessment to small groups of students.			
	g. Assist students to increase independence through development of: <ul style="list-style-type: none"> * Problem solving strategies * Time management & organizational strategies * Social skills * Self-advocacy skills 			

Standard 3: <i>Documentation of Services</i>	a. Provide and adhere to a weekly schedule reflecting support to students and school personnel.			
	b. Maintain current and updated documentation using the Support Facilitation Wizard aligning to supports and services indicated on students' IEPs.			
	c. Gather student data through supporting evidence for quarterly progress reports, progress towards meeting IEP goals and annual IEP development.			

9/12/13 nh