DOMAIN 1: PLANNING AND PREPARATION

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| LEVELS OF PERFORMANCE | | | | |
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| ***1a: Plans and prepares for meetings*** | Lack of planning and preparation is evident in meeting; documentation missing or incomplete | Some planning and preparation is evident; not prepared to answer essential questions; documentation incomplete | All documentation is prepared; collaboration is evident; familiarity with student background and information; prepared to answer most questions. | Assumes a leadership role by serving as a model for others through documented, structured mentorship. |
|  | Sample Indicators of Effectiveness   * Required documentation and forms present at meeting * Has responses to questions and anticipated concerns ready * Completeness of required documentation * Game plan going into meeting is manifested at meeting * Demonstrates a familiarity of student * Knowledgeable of perspective that each stakeholder brings * Notice of meeting | | | |

DOMAIN 1: PLANNING AND PREPARATION

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| LEVELS OF PERFORMANCE | | | | |
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| ***1b: Plans and prepares counseling/speech session*** | Planned activities have several missing or incomplete essential elements. Learning outcomes are poorly aligned with IEPs. | Planned activities show partial or indirect alignment with IEP goals. Some elements may be incomplete or insufficient. | Planned activities are:   * Coherent * Clear * Suitable * Engaging * Differentiated | Assumes a leadership role by serving as a model for others through documented, structured mentorship. |
|  | Sample Indicators of Effectiveness   * Learning outcomes are clearly delineated and aligned with IEP goals and most appropriate to student needs; * Evidence based methods and activities are identified in the plan * Opportunities for guided and/or independent practice of the skills or learning outcomes are delineated; * Materials/resources are listed supporting the learning outcomes * Incorporates technology where possible into the session * Plan indicates how instruction will be differentiated where necessary * Formative assessment to support the learning and/or summative assessment to certify the learning are incorporated as part of the planning. | | | |

DOMAIN 1: PLANNING AND PREPARATION

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| LEVELS OF PERFORMANCE | | | | |
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| ***1c: Determines appropriate assessments and evaluation procedures*** | Assessment instruments are improperly chosen or administered; and/or code requirements are ignored or insufficiently addressed | Code requirements are only partially followed in selecting, administering and interpreting relevant assessments for evaluation | Code requirements are appropriately followed in selecting, administering, and interpreting relevant assessments for evaluation | Assumes a leadership role by serving as a model for others through documented, structured mentorship. |
|  | Sample Indicators of Effectiveness   * Selects a variety of validated assessment tools that are sufficiently comprehensive * Assessments are selected and administered that: * are not racially or culturally biased; * distinguish between a disability and a student’s English skills; * are in a language and form that yields accurate information. * Covers those areas of suspected disability related to expertise * Includes all relevant components of assessment as listed in NJAC 3.4.f.4. * Previous interventions are reviewed * Use of multiple assessments (if required) | | | |

DOMAIN 1: PLANNING AND PREPARATION

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| LEVELS OF PERFORMANCE | | | | |
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| ***1d: Effectively uses technology to gather and track data*** | Shows little inclination or improvement in learning the district’s electronic data management systems or tools to gather and track data | Remains in the learning phase when utilizing the technology and the District’s electronic data management tools to gather and track data | Demonstrates competency in entering, gathering and/or monitoring essential data utilizing the District’s electronic data management tools | Assumes a leadership role by serving as a model for others through documented, structured mentorship. |
|  | Sample Indicators of Effectiveness   * IEP’s produced using district’s IEP software * Web based student information system is used to track schedules, grades, and other pertinent student information * Vendor software is used to produce CST evaluation reports * Data supplied to state mandated data collection reports (SEMI; ADR; NJSMART) * Spreadsheets developed to track data | | | |

DOMAIN 1: PLANNING AND PREPARATION

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| LEVELS OF PERFORMANCE | | | | |
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| ***1e. Prepares written reports*** | Evaluation reports are missing key components, incomplete, or insufficient in determining eligibility or interventions | Evaluation reports fulfill some of the components outlined in NJAC 6A:143.4h but missing or incomplete components remain | Evaluation reports include all components required per code and administrative directive. | Assumes a leadership role by serving as a model for others through documented, structured mentorship. |
|  | Sample Indicators of Effectiveness   * Report contains an appraisal of current functioning * Report contains an analysis of instructional implications * Report contains relevant information to determine educational needs for the IEP * Report follows guidelines for identifying a suspected disability. | | | |

DOMAIN 1: PLANNING AND PREPARATION

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| LEVELS OF PERFORMANCE | | | | |
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| ***1f. Develops IEPs with fidelity*** | IEP is non-compliant. Components in the IEP are missing, incomplete or fail to meet standards in accordance with code. | IEP may be minimally compliant but requires improvement in one more areas for accuracy, completeness, and fidelity | All required IEP components are completed accurately and follow standards in accordance with 6A:14 3.7 | Assumes a leadership role by serving as a model for others through documented, structured mentorship. |
|  | Sample Indicators of Effectiveness   * All required sections of IEP are completed * Clear connection is evident between assessments and IEP * Data is accurately reflected and recorded in IEP | | | |

DOMAIN 1: PLANNING AND PREPARATION

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| LEVELS OF PERFORMANCE | | | | |
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| ***1g: Follows procedural safeguards regarding parental consent, notice, participation, and meetings*** | Persistent lack of following procedural safeguards. | Some procedural safeguards were missed due to oversight, inattention to detail, or lack of knowledge concerning code. | Adheres to and complies with procedural safeguards in accordance with 6A:14 2.3 | Assumes a leadership role by serving as a model for others through documented, structured mentorship. |
|  | Sample Indicators of Effectiveness   * Signatures, dates, and correspondence are secured to verify:   + Consent   + Written notice   + Meetings   + Participation   + Adult/Pupil Participation (letters, emails, phone calls)   + Parental rights | | | |

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| Domain 1: Planning and Preparation | | | | |  |
| Components  1a  1b  1c  1d  1e  1f  1g  Overall Rating | Unsatisfactory | Basic | Proficient | Distinguished | Not Observed |

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| Areas of Strength: | Evidence/Artifacts Used to Support Ratings  \_\_\_\_\_ CST evaluation reports  \_\_\_\_\_ IEPs  \_\_\_\_\_ Observation write-up of meetings/  \_\_\_\_\_ Pre-conference/post-conference interview  \_\_\_\_\_ Correspondence through emails, memos or  letters  \_\_\_\_\_ Logs  \_\_\_\_\_\_\_ Conference with administrators  \_\_\_\_\_\_ Lesson plans for speech/counseling  sessions |
| Areas of Improvement: |
| Action Plan |

DOMAIN 2: ENVIRONMENT

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| LEVELS OF PERFORMANCE | | | | |
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| ***2a: Contributes to an environment of inclusion*** | Lack of consistent effort to include students with their non-disabled peers. Advocates for more restrictive placements. | Some effort is made to include students with non-disabled peers, but a majority of students are not considered for less restrictive placements when a new IEP is created. | Less restrictive placements are routinely considered for all students and discussed thoroughly with the team. Serves as an advocate in the school for inclusion. | Vocally advocates for inclusion with administrators, school staff, and parents.  Assumes a leadership role by serving as a model for others through documented, structured mentorship. |
|  | Sample Indicators of Effectiveness   * Demonstrates effective inclusion advocacy that leads to creating an inclusive environment and a respectful climate with professional colleagues, students and parents as evidenced by:   + Observation at meetings;   + Documented workshops or in-services about inclusive practices;   + Documented movement of caseload from more restrictive to less restrictive placments | | | |

DOMAIN 2: ENVIRONMENT

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| LEVELS OF PERFORMANCE | | | | |
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| ***2b. Maintains confidentiality*** | Disregards the legal and professional aspects of confidentiality practices | Inconsistent in confidentiality practices in both the sharing and storage of information governed by state and federal laws | Maintains the legal and professional aspects of confidentiality practices. A working knowledge of the law is demonstrated through the decisions made regarding how, when, where, why, and with whom confidential information is shared and stored | Assumes a leadership role by serving as a model for others through documented, structured mentorship. |
|  | Sample Indicators of Effectiveness   * Stores and keeps current caseload records in a secure and confidential manner in working station * No incidences of breaches of confidentiality have been reported or observed * Interview of CST members as to how they maintain confidentiality | | | |

DOMAIN 2: ENVIRONMENT

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| LEVELS OF PERFORMANCE | | | | |
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| ***2c: Demonstrates flexibility and responsiveness*** | Adheres to the plan or program, in spite of evidence of its inadequacy. Gives up or places blame elsewhere when student plans are not successful. | Displays an inconsistency in responding to needed changes. May delay too long in making necessary changes to a student’s program or plan when the evidence or data suggests otherwise. | Makes changes in the intervention strategies or IEP when confronted with evidence of the need for change. Works with others to try to find solutions. | Continually seeks ways to improve the intervention strategies and/or IEP’s for student success. Works well with a wide range of educational personnel as essential partners in implementing the IEP. Makes changes as needed in response to student, parents, teacher, or administrator input |
|  | Sample Indicators of Effectiveness   * CST member shows flexibility and responsiveness in adapting or changing students programs, academic/behavioral interventions, transition, scheduling meetings, discipline or related services as evidenced by:   + documented in changes or addendums made to IEPs throughout year;   + correspondence   + direct observation at meetings   + interview of CST member at pre/post conferences   + collaboration with team members | | | |

DOMAIN 2: ENVIRONMENT

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| LEVELS OF PERFORMANCE | | | | |
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| ***2d: Maintains a productive relationship with parents/caregivers*** | Relationships with parents/caregivers is generally poor. Consistent complaints from parents/caregivers asking to switch case managers may be evidenced. Effective skills in building effective relationships are lacking. | Ongoing and productive relationships with parents/caregivers is mixed. Further development of skills in this area is needed. | Forges ongoing and productive relationships with majority of parents on caseload. Demonstrates the skills of communication, caring, advocacy, and diplomacy in crafting relationships with parents and caregivers. | Develops strong and enduring relationships with parents and caregivers. May be factor in mitigating a contentious situation, avoiding due process, or avoiding a costly out-of-district placement. |
|  | Sample Indicators of Effectiveness   * Follows through on requests * Returns phone calls and gets back to parents/caregivers in a timely manner * Advocates for students when necessary * Works through difficult or contentious situations with students while keeping long term relationship in mind | | | |

DOMAIN 2: ENVIRONMENT

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| LEVELS OF PERFORMANCE | | | | |
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| ***2e: Delivers related services appropriately*** | More than 1/3 of students do not receive required services.  A schedule has not been established, or is not followed.  Sessions are not logged in Easy Trac. | Students receive required services sporadically, or not according to the IEP requirements.  A schedule has been established, but is not followed regularly.  Some sessions are logged in Easy Trac. | All students receive services as written in their IEPs (frequency, duration, place, and group size)  All sessions are logged in Easy Trac. | Assumes a leadership role by serving as a model for others through documented, structured mentorship. |
|  | Sample Indicators of Effectiveness   * A schedule is available, and is followed daily. * A review of Easy Trac shows logs are entered in a timely manner. * Missed sessions are made up whenever possible. | | | |

DOMAIN 2: ENVIRONMENT

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| LEVELS OF PERFORMANCE | | | | |
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| ***2f: Manages student conduct in speech/counseling session*** | Student conduct significantly interferes with session and learning outcomes. Many of the essential elements and skills in successfully managing student conduct are absent or ineffective. | Demonstrates some of the essential elements in managing student conduct; however others may be lacking or still developing. Student conduct may compete or interfere with instruction at various times. | Employs a balance of preventive, supportive, and corrective strategies to effectively manage group and individual student conduct; Relationships with students appear to contribute to a positive student climate for learning. | Assumes a leadership role by serving as a model for others through documented, structured mentorship. |
|  | Sample Indicators of Effectiveness   * Effective communication skills are used to invite cooperation and deescalate disrupting behavior * Rules and norms for group and individual behavior during session are clearly delineated, reinforced, and supported * All contact time has been planned to avoid idle or unstructured time * Session is engaging - thus minimizing inappropriate behavior * Inappropriate or off-task behavior is nipped in the bud by continual surveillance of students * Positive, affirming statements to support desired conduct are evidenced * Disruptive students in the session are skillfully addressed to minimize the interference of instruction for others * A positive and productive climate during the session is observed | | | |

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| Domain 2: Environment | | | | |  |
| Components  2a  2b  2c  2d  2e  2f  Overall Rating | Unsatisfactory | Basic | Proficient | Distinguished | Not Observed |

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| Areas of Strength: | Evidence/Artifacts Used to Support Ratings  \_\_\_\_\_ Data reports  \_\_\_\_\_ IEPs  \_\_\_\_\_ Direct observation ( write-ups; logs)  \_\_\_\_\_ Pre-conference/post-conference interview  \_\_\_\_\_ Correspondence through emails, memos or  Letters  \_\_\_\_\_ Completed forms  \_\_\_\_\_ Evaluations  \_\_\_\_\_ Conferences with administrators |
| Areas of Improvement: |
| Action Plan |

DOMAIN 3: DELIVERY OF SERVICES

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| LEVELS OF PERFORMANCE | | | | |
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| ***3a: Follows and adheres to the referral and eligibility process*** | Consistently fails to adhere and contribute to aspects of the referral and eligibility process. | Attempts to adhere and contribute to components of the referral and eligibility process. | Consistently adheres and contributes to all aspects and components of the referral and eligibility process. | Assumes leadership role on CST in ensuring that processes and procedures are adhered to in the referral and eligibility process. Provides strategies to general education support services if evaluations are found not to be warranted or a student is found to be not eligible. |
|  | Sample Indicators of Effectiveness   * Referrals are screened for appropriateness and sent back if lacking needed information * Timelines are adhered to from date of referral to identification meeting and from decision to evaluate to eligibility meeting * CST members make meaningful and reasoned contributions in determining whether an evaluation is warranted or eligibility of a student * CST members complete notice of determination concerning eligibility and whether an evaluation is warranted * CST members communicate and follow-up with appropriate members of general education staff who made initial referral to explain decision, suggest course of action, and propose interventions | | | |

DOMAIN 3: DELIVERY OF SERVICES

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| LEVELS OF PERFORMANCE | | | | |
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| ***3b: Manages timelines*** | Significant and chronic problems may exist in managing caseload.  May be chronically behind in completing evaluations and reports. Meeting timelines for notice or meetings may be consistently compromised. | May struggle keeping up with the demands of caseload. Inconsistent in completing evaluations in compliance with timelines established in NJAC 6A:14. | Stays current on caseload within reasonable boundaries. Is compliant in meeting timelines established for evaluations, notice and eligibility, and IEP meetings. Keeps an efficient and organized system in tracking his/her progress. | Assumes a leadership role by serving as a model for others through documented, structured mentorship. |
|  | Sample Indicators of Effectiveness   * Is current or within reasonable boundaries of being current on evaluations and reports * Demonstrates an effective organizational and time management system in tracking progress of evaluations and reports * Demonstrates a consistent pattern of staying within timelines for meetings, notice, evaluations, reports, and completed documentation | | | |

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| LEVELS OF PERFORMANCE | | | | |
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| ***3c: Performs case management responsibilities*** | Poorly or inconsistently handles case management responsibilities. | Attempts to be proactive in case management. Problems may get most of the attention.  Skill in handling high profile cases is still developing. | Keeps current on case management issues by seeking regular and consistent input from stakeholders and by monitoring data sources (e.g. discipline, speech progress reports, grades etc.). Monitors all students including out-of-district. Stays within compliance in handling high profile cases on caseload. | Stakeholders proactively seek out case manager to inform case manager on issues impacting students on caseload. Efficiently and skillfully handles problematic and time consuming cases, but not at expense of others. on caseload. |
|  | Sample Indicators of Effectiveness   * Demonstrates a conscious effort to survey/observe all students on caseload in order to stay current including homebound and out-of-district (if applicable) * Triages and handles problematic cases in an efficient an effective manner * Reviews student data on a consistent basis ( discipline, speech progress reports, grades etc.) to stay current and preventive with students assigned to case management | | | |

DOMAIN 3: DELIVERY OF SERVICES

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| LEVELS OF PERFORMANCE | | | | |
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| ***3d: Communicates information in clear and effective manner with all stakeholders*** | Communicates in a way that is either excessively above or below the understanding of stakeholders. Fails to solicit feedback whether stakeholders are clear about services, procedural safeguards, results, and recommendations. Information shared may be inaccurate or misleading.  Prior Written Notice is not completed. | Develops and makes communication clear, concise, accurate and understood by all stakeholders. Needs additional improvement in this area.  Prior Written Notice is partially or incorrectly completed. | Written and oral communication is presented in clear, accurate and concise terms appropriate for the audience and appropriate to the purpose of meeting or the stage in the process. Makes determined effort to ensure understanding by all parties involved.  Utilizes Prior Written Notice consistently and effectively. | Written and oral communication is exemplary. Provides additional information to support/explain findings (i.e. visual aids, handouts).  Assumes a leadership role by serving as a model for others through documented, structured mentorship. |
|  | Sample Indicators of Effectiveness   * At meetings, the child study team member seeks to interpret and explain results and recommendations to stakeholders at the meetings in a way that is easily understood and appropriate to the audience. * Educational jargon and technical language beyond the understanding of the stakeholders is avoided * Resists talking down to stakeholders at meetings * Written recommendations and findings are clear, appropriate and understood by those responsible for implementing them. * Communicates in a way that is culturally and linguistically sensitive | | | |

DOMAIN 3: DELIVERY OF SERVICES

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| LEVELS OF PERFORMANCE | | | | |
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| ***3e: Consults with family/caregivers on available school/community resources and services*** | Lacks information and fails to provide school and community-based resources to assist parents and caregivers. | Has some knowledge of school and community-based resources and is able to provide some assistance to families and caregivers on school and community-based resources. | Effectively matches knowledge of community and school-based resources to needs of the student and shares this information with families and caregivers. | Displays extensive knowledge of resources in the community and in the schools to assist parents and caregivers.  Assumes a leadership role by serving as a model for others through documented, structured mentorship. |
|  | Sample Indicators of Effectiveness   * Effectively matches resources to needs of students * Assists parents/caregivers in removing obstacles in maximizing the effectiveness of resources * Secures feedback from parents/caregivers on the effectiveness of recommended resources * Makes efforts to learn about available resources within the school and in the community that have a proven track record | | | |

DOMAIN 3: DELIVERY OF SERVICES

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| LEVELS OF PERFORMANCE | | | | |
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| ***3f: Manages and facilitates productive and focused meetings*** | Leads meetings that consistently lose focus, lack direction, lack inclusiveness, and/or fail to meet goals of the meeting. | Improvement needed in managing and facilitating meetings on a more consistent basis. | Leads and facilitates meetings that meet their goals, are run efficiently in the allotted time, and are inclusive. | Demonstrates skill in handling contentious meetings when they occur.  Assumes a leadership role by serving as a model for others through documented, structured mentorship. |
|  | Sample Indicators of Effectiveness   * States the goal(s) at the beginning of the meeting. * Ensures all stakeholders invited to the meeting have input * Shows ability to refocus the meeting if dominated by one person or one issue * Conducts meeting in a businesslike and professional manner | | | |

DOMAIN 3: DELIVERY OF SERVICES

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| LEVELS OF PERFORMANCE | | | | |
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| ***3g: Implements plan in an engaging and effective manner during speech/counseling session*** | Delivery and implementation of instruction is minimally reflected in the plan. Students appear bored, disengaged, or exceedingly off task during session. Intended learning outcomes are not assessed. | Plan is implemented in a recognizable structure. Instruction was mimimally engaging. Session may have been delivered consistent with the plan but transitions may have been  somewhat choppy. All contact time may not have been utilized. | Activities, methods, instruction, and assessments were fully appropriate in supporting the learning outcomes and student understanding. Students appeared fully engaged during the session. The session was delivered in a coherent manner. Learning outcomes were assessed. | Assumes a leadership role by serving as a model for others through documented, structured mentorship. |
|  | Sample Indicators of Effectiveness   * Students are on-task, asking questions, collaborating with each other, excited, diligently working, or other signs of being engaged * Self-reflection, closure and/or other formative assessment practices are evidenced * Students transition smoothly between activities * Direct instruction is delivered in an engaging style to students using technology, humor, interaction, questioning, reinforcement or other evidenced based practices * Learning outcomes are assessed during the session to see if they were met * Students are engaged in activities and instruction during the full time of the session | | | |

DOMAIN 3: DELIVERY OF SERVICES

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| LEVELS OF PERFORMANCE | | | | |
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| ***3h: Demonstrates flexibility and responsiveness during speech/counseling session*** | Adheres to the instructional plan even when a change or changes would improve the session. Fails to use student feedback, student lack of interest, or student lack of understanding to adjust, reteach or deviate from the original plan. | Attempts may be made to modify the instruction with moderate success. May demonstrate a limited repertoire of strategies in which to draw. | Makes the necessary adjustments as needed to the instructional plans in order to maximize student learning. Uses student feedback to gauge what degree of modification and adjustment is required. | Assumes a leadership role by serving as a model for others through documented, structured mentorship. |
|  | Sample Indicators of Effectiveness   * Reteaches a concept or skill if student understanding is lacking * Adjusts the pacing of the session if going too fast or too slow for the students in the session based on student feedback * “Hierarchy of Support” is evidenced in the use of speech therapeutic techniques and activities * Allows student interest to vary activities/methods if learning outcomes are maintained * Adjusts method/activities as necessary if student interest wanes | | | |

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| Domain 3: Delivery of Services | | | | |  |
| Components  3a  3b  3c  3d  3e  3f  3h  Overall Rating | Unsatisfactory | Basic | Proficient | Distinguished | Not Observed |

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| Areas of Strength: | Evidence/Artifacts Used to Support Ratings  \_\_\_\_\_ CST tracking data/service logs  \_\_\_\_\_ CST monthly reports  \_\_\_\_\_ Direct observation of meetings, counseling,  or speech therapy sessions ( write-ups;  logs)  \_\_\_\_\_ Pre-conference/post-conference  interviews with CST evaluees  \_\_\_\_\_ Correspondence through emails, memos,  letters, forms  \_\_\_\_\_ Written notices of determination  \_\_\_\_\_ Evaluation reports  \_\_\_\_\_\_ Attendance at workshops or professional  meetings where useful information is  brought back to district  \_\_\_\_\_\_ Parent or student contact log |
| Areas of Improvement: |
| Action Plan |

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

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| LEVELS OF PERFORMANCE | | | | |
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| ***4a: Engages in professional development and growth*** | Demonstrates little to no initiative in seeking out the available sources of professional development and growth connected to areas of identified improvement. Does not benefit or grow from professional development. May resist or become defensive on feedback offered. | Tends to heavily rely on supervisory recommendations or suggestions for professional growth. Needs to take more self-initiative in own professional growth and development. | Seeks out and participates in a range of available opportunities for professional development in relevant areas. | Provides documented staff development for colleagues, teachers, or administrators on special education topics related to their discipline. |
|  | Sample Indicators of Effectiveness   * Seeks professional growth beyond district sponsored in-service (e.g. webinars; professional organizations; professional literature; college credit coursework) * Adheres to recommendations and goals in professional development plan * Leads in-service workshops or meetings on an area of expertise. | | | |

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

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| LEVELS OF PERFORMANCE | | | | |
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| ***4b: Maintains professional conduct and ethical practices*** | May involve serious breeches or lapses in professional judgment, conduct or ethical practices. Violations of school, district, and state regulations may prove to be deliberate and intentional. | Lapses in professional conduct and ethical standards that are not of a serious nature may be evidenced. Violations of school, district, or state regulations most likely result of unfamiliarity. | Adheres to ethical conduct standards to include integrity, competence, commitment and the dignity and worth of the each person. Displays a high level of professionalism in dealings with students and colleagues. Complies with school, district, and state regulations. | Assumes a leadership role by serving as a model for others through documented, structured mentorship. |
|  | Sample Indicators of Effectiveness   * Mentors other colleagues when professional conduct or ethical issues arise; * Demonstrates ethical/professional conduct in meetings and interactions with professional staff and parents; * Demonstrates ethical/professional conduct in matters involving eligibility, reporting, data collection, and other code requirements. | | | |

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

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| LEVELS OF PERFORMANCE | | | | |
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| ***4c: Maintains accurate records*** | Fails to utilize current system to maintain, log and complete records, resulting in error prone, incomplete or useless documentation. | Is inconsistent in maintaining accurate records. | Maintains accurate and complete CST records and documentation. | Assumes a leadership role by serving as a model for others through documented, structured mentorship. |
|  | Sample Indicators of Effectiveness   * Maintains accurate logs of phone calls or conversations with stakeholders; * Maintains accurate therapy logs and records; * Maintains accurate data for reporting; * Ensures data collected for evaluations and IEPs is accurate * Coaches or in-services colleagues on record keeping system | | | |

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

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| LEVELS OF PERFORMANCE | | | | |
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| ***4d: Consults and advises professional staff*** | Rarely advises or consults with professional staff. | Needs to increase involvement with professional staff in consulting and advising | Consistently consults and advises staff and colleagues on legal, professional, and classroom special education issues. | Assumes a leadership role by serving as a model for others through documented, structured mentorship. |
|  | Sample Indicators of Effectiveness   * Informs professional staff, administrators, and colleagues on legal and compliance matters * Consults with professional staff on school-wide and classroom strategies and interventions for special education students * Lead in-service programs on various special education topics * Sends professional staff pertinent resources and materials pertaining to a professional need | | | |

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

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| LEVELS OF PERFORMANCE | | | | |
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| ***4e:*** ***Balances priorities and manages time*** | Consistently fails to balance case management priorities. | Struggles with maintaining case management responsibilities. Works to develop and learn the skills in managing responsibilities and schedule. Still developing and learning the skills in achieving this. | Balances case management responsibilities, within acceptable boundaries established by the district, through the effective balancing of time and priorities. Consistent in establishing and adhering to a schedule. | Assumes a leadership role by serving as a model for others through documented, structured mentorship. |
|  | Sample Indicators of Effectiveness   * Timelines for completing reports, meetings, IEPs and evaluations are maintained. * Case management issues are not significantly impacted or compromised by too much attention on meeting caseload requirements. | | | |

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| LEVELS OF PERFORMANCE | | | | | | | | |
| Component | Unsatisfactory | | Basic | | | Proficient | | Distinguished |
| ***4f:*** ***Demonstrates knowledge of current special education code*** | Makes little effort to know and understand current special education code. Lack of code knowledge manifests itself in mistakes or inaccurate information conveyed to stakeholders. | | Spotty in knowledge of special education code. Demonstrates mixed consistency in following or applying correct code to various aspects of responsibilities. | | | Follows and applies special education code in all responsibilities. Is consistently accurate in conveying current code requirements to colleagues and staff. | | Assumes a leadership role by serving as a model for others through documented, structured mentorship. |
|  | Sample Indicators of Effectiveness   * IEPs and evaluation reports are written in accordance with special education code; * Timelines are adhered to; * Procedural safeguards are followed; * Accurately advises and informs professional staff and parents on special education code | | | | | | | |
| Components  4a  4b  4c  4d  4e  4f  Overall Rating | | Unsatisfactory | | Basic | Proficient | | Distinguished | |

|  |  |
| --- | --- |
| Areas of Strength: | Evidence/Artifacts Used to Support Ratings  \_\_\_\_\_ CST tracking data service logs  \_\_\_\_\_ CST monthly reports  \_\_\_\_\_ Direct observation of meetings ( write-ups;  logs)  \_\_\_\_\_ Pre-conference/post-conference  interviews with CST evaluates  \_\_\_\_\_ Correspondence through emails, memos or  Letters  \_\_\_\_\_ IEPs  \_\_\_\_\_ Evaluation reports  \_\_\_\_\_\_ Record or documentation of professional  development  \_\_\_\_\_\_ Documentation logs  \_\_\_\_\_\_ Agendas or minutes  \_\_\_\_\_\_ Data reports required by state  \_\_\_\_\_\_\_ Conference with administrator |
| Areas of Improvement: |
| Action Plan |