**Please use this guide to assist you in scoring CST Evaluation observations. If you have any questions, or need assistance gathering any of the information listed, please do not hesitate to reach out to Kristin Maas (**[**kmaas@camden.k12.nj.us**](mailto:kmaas@camden.k12.nj.us)**) or Jill Trainor (**[**jtrainor@camden.k12.nj.us**](mailto:jtrainor@camden.k12.nj.us)**) at any time.**

**Each area of the rubric may not be scored at every evaluation. Please score the areas that are relevant to the current evaluation.**

**CST Member: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

| **Component** | **When to Score** | **Where to Look** | **What to look for** | **Notes** |
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| **1a Plans and prepares for meetings** | When the observed task includes a meeting of any type | IEP Direct –> Student -> Scheduled Tasks -> Meeting Invitations | Is there an invitation with the correct date, time, and location of the meeting you observed?  Does the invitation include all required participants?  Was the invitation sent via email? (Not required, but preferred.) |  |
| **1a Plans and prepares for meetings** | When the observed task includes a meeting of any type | At the meeting | Paperwork and other information is prepared and available. May include: Meeting Participant signature page; draft IEP; copies of written evaluation report; student report card; conduct reports; student attendance record; etc. |  |
| **1b Plans and prepares for speech/counseling session** | When the observed task includes a speech therapy or counseling session | IEP Direct -> Student -> Finalized IEP | The activities conducted during the session are aligned with the student’s IEP goals.  The student has speech therapy or counseling listed as a Related Service. |  |
| **1b Plans and prepares for speech/counseling session** | When the observed task includes a speech therapy or counseling session | At the session | Materials are prepared in advance and available during the session. There is some method of data collection in place. The activity is appropriate for the age and ability level of the student(s). |  |
| **1c Determines appropriate assessments and evaluation procedures** | For any observation, review at least 3 written evaluations completed by the evaluator during the current school year. | IEP Direct -> Student -> Document Repository  (You can email Kristin Maas or Jill Trainor for a list of students for whom the evaluator has completed evaluations.) | Each evaluation includes a completed Evaluation Report Checklist. All boxes on the checklist are checked. |  |
| **1d Effectively uses technology to gather and track data** | For any observation; review the Cohort Spreadsheet | Google Drive -> Cohort Spreadsheet | There is evidence that processes are being followed in a timely manner. Action requests have been completed. Referrals and reevaluations are in process. |  |
| **1d Effectively uses technology to gather and track data** | When the observed task includes a meeting of any type | At the meeting | CST member has gathered current report card, attendance record, conduct reports, standardized test results, etc. |  |
| **1d Effectively uses technology to gather and track data** | When the observed task includes a speech therapy or counseling session | At the session | The provider is using some method to track data during the session. Data is compiled into a format that allows progress and growth to be shown. |  |
| **1e Prepares written reports** | For any observation, review at least 3 written evaluations completed by the evaluator during the current school year. | IEP Direct -> Student -> Document Repository  (You can email Kristin Maas or Jill Trainor for a list of students for whom the evaluator has completed evaluations.) | Each evaluation includes a completed Evaluation Report Checklist. All boxes on the checklist are checked. |  |
| **1f Develops IEPs with fidelity** | For any observation, review at least 3 IEPs written by the CST member. | IEP Direct -> Student -> Black Chicklet | Team Recommendations: Correct case manager, school, and grade are listed  Strengths of Student/Concerns of Parent are detailed and specific.  Present Levels is completed for each area in which the student receives services.  How Disability Effects is detailed and specific  Special Considerations: If Behavior is checked as “yes,” the student has a behavior plan. If the student receives behavior intervention services, behavior must be checked as “yes.”  Student has a Need for every area in which he receives services.  Every need has a goal; every goal has a need.  Modifications are reasonable and achievable.  Special Education Program is completed.  Related Services and/or Transportation is not blank.  Rationale for removal is completed (if self-contained) and is detailed and specific. |  |
| **1g Follows procedural safeguards regarding notice, parental consent, participation, and meetings** | For any observation, review at least 3 completed meetings | IEP Direct –> Student -> Scheduled Tasks -> Meeting Invitations | Is there an invitation with the correct date, time, and location of the meeting you observed?  Does the invitation include all required participants?  Was the invitation sent via email? (Not required, but preferred.) |  |
| **1g Follows procedural safeguards regarding notice, parental consent, participation, and meetings** | For any observation, review at least 3 completed meetings | IEP Direct -> Student -> Document Repository | Meeting Participation signature page is uploaded, and all required attendees signed. |  |
| **1g Follows procedural safeguards regarding notice, parental consent, participation, and meetings** | For any observation, review at least 3 completed meetings | IEP Direct -> Student -> Log Entries -> Process Tracking | Meeting is logged in process tracking. Prior Written Notice is completed and is detailed and specific. |  |
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| **2a Contributes to an environment of inclusion** | For any observation, compare at least 3 new IEPs to the previous IEP. | IEP Direct ->Student-> Black Chicklet | The student is included with his non-disabled peers for more time during that day in the new IEP than he was in the previous IEP. |  |
| **2a Contributes to an environment of inclusion** | When the observed task includes a meeting of any type | At the meeting | CST member actively advocates for a less restrictive placement. |  |
| **2b Maintains confidentiality** | When the observed task includes a meeting of any type | At the meeting | CST member protects the confidentiality of other students during the meeting by not discussing their placement, services, or behaviors. |  |
| **2b Maintains confidentiality** | For any observation, look at the CST member’s office or work area |  | Are records and files stored in a manner that would prevent bystanders from easily accessing their contents? Are student names and/or other sensitive information displayed in the room? |  |
| **2c Demonstrates flexibility and responsiveness** | For any observation, review at least 3 Assess/Review/Revise meetings | IEP Direct -> Student -> Black Chicklet | Are needed changes to the student’s program and/or services documented in the IEP? |  |
| **2c Demonstrates flexibility and responsiveness** | When the observed task includes a meeting of any type | At the meeting | The CST member actively listens to the input of the teacher and parent, and suggests changes to the student’s program/services based on that information. |  |
| **2d Maintains a productive relationship with parents or caregivers** | For any observation, pull a listing of contact log entries from IEP Direct | IEP Direct -> Listings -> “Contact Log” -> Enter the school year, the date range (first day of school until today), and the CST member’s last name in two areas. | CST member regularly documents parent contact in the Contact Log. Entries are detailed and specific. |  |
| **2d Maintains a productive relationship with parents or caregivers** | When the observed task includes a meeting of any type | At the meeting | CST member is friendly and professional in interactions with parents. There is evidence that the parent is comfortable and at ease. |  |
| **2e Delivers related services appropriately** | When the CST member is a Speech Therapist, Social Worker, or Psychologist | Cohort Spreadsheet -> Related Services -> Choose the school and either speech therapy or counseling from the dropdown lists | If there are students in the school who should be receiving the CST member’s related service, complete the steps below. |  |
| **2e Delivers related services appropriately** | When the CST member is a Speech Therapist, Social Worker, or Psychologist | Request a copy of the therapy or counseling schedule from the CST member. | Compare the number of students who receive services to the number of students on the therapy or counseling schedule. |  |
| **2e Delivers related services appropriately** | When the CST member is a Speech Therapist, Social Worker, or Psychologist | Cohort Spreadsheet -> Dashboard -> Scroll down to SEMI Logs -> Choose CST member from dropdown list | Compare the number of logs to the number of students who receive services and the amount of services they should be receiving. |  |
| **2f Manages student conduct in speech/counseling session** | When the observed task includes speech therapy or counseling | During the session | CST member is able to effectively manage student behavior. Behavioral expectations are clear and enforcement is logical and consistent. |  |
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| **3a Follows and adheres to the referral and eligibility process** | For any observation, review at least 3 initial referrals | IEP Direct -> Student -> Log Entries -> Process Tracking | The referral and subsequent meetings are logged in process tracking within 1 business day of the receipt of the referral. For the Initial Planning Meeting, Prior Written Notice is detailed and specific to the student. |  |
| **3a Follows and adheres to the referral and eligibility process** | For any observation, review at least 3 initial referrals | IEP Direct -> Student -> Document Repository | The document repository contains the referral letter or packet, meeting participation pages, required checklists. |  |
| **3a Follows and adheres to the referral and eligibility process** | For any observation, review at least 3 initial referrals | IEP Direct –> Student -> Scheduled Tasks -> Meeting Invitations | Meeting invitation was created in a timely manner, with enough time to give the parent adequate notice. All required participants are listed on the meeting invitation. |  |
| **3b Manages Timelines** | For any observation, review the CST member’s caseload | Cohort Spreadsheet -> Dashboard -> Scroll down to Compliance -> Choose the CST member form the drop down menu | Review the number of students who are out of compliance on the CST member’s caseload. This number should go down throughout the year, not up. |  |
| **3c Performs case management responsibilities** | (Same as above.) |  |  |  |
| **3d Communicates information in a clear and effective manner with all stakeholders** | When the observed task includes a meeting of any type | At the meeting | CST member uses language and terminology that is appropriate and easily understood. Jargon is avoided. Charts or graphs are utilized to help illustrate information. |  |
| **3e Consults with family/caregivers on available school/community resources** | When the observed task includes a meeting of any type | At the meeting | CST member proactively suggests school or community programs that may be beneficial to the student or family, such as after school homework help, community counseling, etc. |  |
| **3f Manages and facilitates productive and focused meetings** | When the observed task includes a meeting of any type | At the meeting | CST member keeps the meeting focused and on task. Every stakeholder is given the opportunity to speak. The meeting is completed within a reasonable timeframe. |  |
| **3g Implements plan in an engaging and effective manner during speech/counseling session** | When the observed task includes a speech therapy or counseling session | During the session | The lesson is appropriate to the students’ ability and interest. The students are actively engaged at all times. |  |
| **3h Demonstrates flexibility and responsiveness during speech/counseling session** | When the observed task includes a speech therapy or counseling session | During the session | CST member is attuned to the students’ level of interest and adjusts the lesson accordingly. |  |