APPENDIX G

Non-Instructional Rubric Assessments

- **Rubric Assessment: School Psychologist**

- **Rubric Assessment: Occupational/Physical Therapist**

- **Rubric Assessment: School Social Worker**

- **Rubric Assessment: School Counselor**

- **Rubric Assessment: Certified School Nurse**

- **Rubric Assessment: Educational Technology Specialist**

RUBRIC ASSESSMENT: SCHOOL PSYCHOLOGIST (SP)
Date ☐   Self-Assessment ☐   Evaluator Assessment ☐

Domain 1: Planning and Preparation	
Domain 1: Planning and Preparation	Demonstrates knowledge through data-driven decision making and accountability within a standards-aligned system. Demonstrates knowledge of consultative and collaborative skills and practices. Demonstrates knowledge of continuum of evidence-based instructional and behavioral methodologies and fidelity of implementation. Demonstrates knowledge of biological, developmental, cultural, environmental, cognitive, behavioral, familial, and social/emotional factors. Demonstrates knowledge of practices that serve to build capacity and strengthen the educational system and setting for all students. Demonstrates knowledge of a continuum of primary, secondary, and tertiary services and supports. Demonstrates knowledge of systems theory. Demonstrates knowledge of multiculturalism and cultural diversity. Demonstrates knowledge of research design and program evaluation. Demonstrates knowledge of legal, ethical, and professional standards and practice.

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Component	Failing	Needs Improvement	Proficient	Distinguished
1a: Demonstrating Knowledge of SP Content and Best Practice	➢ Demonstrates limited knowledge of best practices relative to planning and preparation for comprehensive service delivery.	➢ Demonstrates some knowledge of best practices relative to planning and preparation for comprehensive service delivery.	➢ Demonstrates sufficient knowledge of best practices relative to planning and preparation for comprehensive service delivery.	➢ Demonstrates extensive knowledge of best practices and applies knowledge across stakeholders and settings.
Evidence/Examples	➢ Provides generic behavioral strategies that lack research support and have limited relevance to the presenting problem. ➢ Displays limited/no knowledge of the big ideas in reading, and student assessment results provide little guidance for the identification of research-based literacy practices. ➢ Does not describe the educational needs of a student who has been diagnosed with autism.	➢ Shares some behavioral support strategies but not in sufficient detail to enhance knowledge and implementation. ➢ Can name the big ideas in reading but lacks sufficient knowledge to explain these concepts. ➢ Links student assessment results to general literacy practices with limited research support. ➢ Through instructional consultation with teacher/parent, is emerging in his/her ability to describe the educational needs of a student who has been diagnosed with autism.	➢ Shares examples of positive behavioral support strategies with team members to enhance their knowledge. ➢ Explains big ideas in reading and links student assessment results to specific research-based literacy practices. ➢ Through instructional consultation with teacher/parent, describes the educational needs of a student who has been diagnosed with autism.	➢ Uses functional behavioral assessment (FBA) data gathered from multiple sources and provides team members with positive behavioral support strategies that enhance their knowledge and are linked to the function of the behavior. ➢ Shows extensive knowledge of the big ideas in reading and can communicate these ideas in understanding language. Student assessment results are directly linked to specific research-based literacy practices and include guidelines for systemic intervention implementation. ➢ Through instructional consultation with teacher/parent, describes the educational needs of a student who has been diagnosed with autism and provides support in implementing recommendations.

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Component	Failing	Needs Improvement	Proficient	Distinguished
1b: Demonstrating Knowledge of Client Development and Individual Needs	➢ Demonstrates little/no knowledge of the client's developmental, achievement, social, behavioral, and/or cultural needs.	➢ Demonstrates some knowledge of the client's developmental, achievement, social, behavioral, and/or cultural needs and uses needs to inform planning and preparation.	➢ Demonstrates sufficient knowledge of the client's developmental, achievement, social, behavioral, and/or cultural needs and uses needs to inform planning and preparation for comprehensive service delivery.	➢ Demonstrates extensive knowledge of the client's developmental, achievement, social, behavioral, and/or cultural needs and uses needs to work within an interdisciplinary context to inform planning and preparation for comprehensive service delivery.
Evidence/Examples	➢ Shows little/no understanding of BICS/CALP assessment results and fails to incorporate interpretation of these results when planning and preparing academic interventions for an English Language Learner. ➢ Selects the same general cognitive measure with little or no regard for a student's individual differences or disabilities. ➢ Does not collaborate with the student, parents, teachers, and interagency personnel to develop a comprehensive intervention plan for a student with significant behavioral difficulties.	➢ Has limited understanding of BICS/CALP results and is able to partially incorporate the interpretation of BICS/CALP results in planning and preparing academic interventions for an English Language Learner. ➢ Selects a cognitive measure that partially assesses nonverbal cognitive functioning with a student who presents with a severe deficiency in expressive language. ➢ Inconsistently collaborates with the student, parents, teachers, and interagency personnel to develop a comprehensive intervention plan for a student with significant behavioral difficulties.	➢ Incorporates interpretation of BICS/CALP results when planning and preparing academic interventions (recommendations) for an English Language Learner. ➢ Selects a nonverbal measure in an effort to more accurately assess cognitive functioning with a student who presents with a severe deficiency in expressive language. ➢ Collaborates with the student, parents, teachers, and interagency personnel to develop a comprehensive intervention plan for a student with significant behavioral difficulties.	➢ Displays extensive knowledge of BICS/CALP concepts and assists in the gathering and interpretation of BICS/CALP assessment data. Integrates these results with other assessment data to help teams develop individualized and culturally sensitive academic intervention recommendations for an English Language Learner. ➢ Uses the research literature to select the most valid and reliable nonverbal cognitive measure to use with a student who has a severe deficiency in expressive language and then uses this measure in conjunction with record review, observations, rating scales, and interviews with parents and teachers to accurately assess the student's cognitive functioning. ➢ Establishes ongoing collaboration with the student, parents, teachers, and interagency personnel to develop a comprehensive intervention plan for a student with significant behavioral difficulties.

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Component	Failing	Needs Improvement	Proficient	Distinguished
1c: Demonstrating Knowledge of a Variety of Assessment Techniques	➢ Has limited knowledge of assessment techniques that results in poorly defined recommendations. ➢ Does not use data sources to inform instruction that is aligned with evidenced-based practices.	➢ Demonstrates an emerging knowledge of assessment, but inconsistently defines recommendations. ➢ Inconsistently uses data sources to inform instruction that is aligned with evidenced-based practices.	➢ Has sufficient knowledge of assessment that results in well-defined recommendations that are student-friendly. ➢ Uses data sources to make recommendations to inform instruction that is aligned with evidenced-based practices.	➢ Has extensive knowledge of assessment, resulting in well-defined recommendations that are student-friendly. ➢ Consistently uses data sources to inform instruction that is aligned with evidenced-based practices.
Evidence/Examples	➢ Gathers data that does not have adequate technical properties (e.g., reliable and valid). ➢ Does not provide analysis to inform appropriate recommendations and/or instructional decisions. ➢ Does not access system-level data such as DIBELS Next data and does not choose to provide an analysis of it as it relates to the development of kindergarten reading skills. ➢ Is unaware of how to access the Algebra CDT's and cannot create measurable goals for special education students.	➢ Gathers data that has adequate technical properties (e.g., reliable and valid) but makes multiple scoring errors. ➢ Provides analysis and recommendations that are inconsistent with instructional decisions. ➢ Accesses system-level data such as DIBELS Next data, but provides a basic analysis of how it relates to the development of kindergarten reading skills. ➢ Provides limited analysis of student performance on the Algebra CDT's to create measurable goals in algebra.	➢ Gathers data that has adequate technical properties (e.g., reliable and valid). ➢ Provides analysis and recommendations that are consistent with instructional decisions. ➢ Accesses and analyzes DIBELS Next data to help inform instructional changes in kindergarten in the area of phonological awareness. ➢ Assists special education teachers with analysis of student performance on the Algebra CDT's to create measurable goals in algebra and identify prerequisite skill needs.	➢ Gathers data that has adequate technical properties (e.g., reliable and valid). ➢ Provides exemplary analysis and recommendations that are consistent with instructional decisions. ➢ Conducts data analyses of DIBELS Next data to determine the expected rates of increase for students in Tier 2 to determine the effectiveness of selected interventions. ➢ Creates a bank of measurable goals in algebra and associated prerequisite skills based on analysis of current and past Algebra CDT's and common core standards.

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1d: Demonstrating Knowledge of Resources	➢ Does not demonstrate knowledge of resources.	➢ Demonstrates some knowledge of resources and the ability to use this information to inform planning and preparation of services.	➢ Demonstrates sufficient knowledge of resources and uses this information to inform planning and preparation relative to provision of comprehensive services.	➢ Demonstrates extensive knowledge of resources and shares this information with others to inform collaborative planning and preparation relative to provision of comprehensive and well-integrated services.
Evidence/Examples	➢ Does not have knowledge of local behavioral health services. ➢ Does not have knowledge of websites that "house" research-based comprehension strategies. ➢ Does not use a research-validated classroom management tool (e.g., CHAMPS) to help a team refine their ability to deliver positive reinforcement.	➢ Has emerging knowledge of local behavioral health services to provide to a family of a student who was diagnosed with a conduct disorder. ➢ Shows teachers websites that "house" comprehension strategies that are not research-based. ➢ Is emerging in knowledge of research-validated classroom management tools (e.g., CHAMPS) to help a team refine their ability to deliver positive reinforcement.	➢ Shares knowledge of local behavioral health services and provides contacts and related information to a family of a student who was diagnosed with a conduct disorder. ➢ Shows teachers websites that "house" research-based comprehension strategies such as "reciprocal teaching" and an implementation checklist. ➢ Uses a research-validated classroom management tool (e.g., CHAMPS) to help a team refine their ability to deliver positive reinforcement.	➢ Compiles a list of local behavioral health services and provides an afterschool session to share information with both parents and teachers. ➢ Provides to educators in-service sessions, websites, books, and tools regarding research-based comprehension strategies and strategies for implementation. ➢ Has extensive knowledge of research-validated classroom management tools (e.g., CHAMPS) to help a team refine their ability to deliver positive reinforcement.

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Component	Failing	Needs Improvement	Proficient	Distinguished
1e: Collaborating on the Design of Coherent Service Delivery	➢ Is unable to contribute to the meaningful design of comprehensive service delivery due to limited knowledge in designing structures, supports, processes, and resources.	➢ Is able to partially contribute to the meaningful design of comprehensive service delivery due to some knowledge in designing structures, supports, processes, and resources.	➢ Is able to contribute to the meaningful design of comprehensive service delivery due to sufficient knowledge in designing structures, supports, processes, and resources.	➢ Is able to make significant contributions to the meaningful design of comprehensive service delivery due to extensive knowledge in designing structures, supports, processes, and resources. ➢ Works within an interdisciplinary team to design and integrate comprehensive services for the individual and system.
Evidence/Examples	➢ Is not a member of a data analysis team and is unable to interpret growth data and other data sources for groups of students with severe reading disabilities. ➢ Provides little/no knowledge regarding how to support general and special education teachers in working with a student with autism.	➢ Is a member of a data analysis team but is limited in ability to help the team to accurately interpret whether students with severe reading disabilities are responding adequately to instruction using growth data and other data sources. ➢ Demonstrates limited knowledge and skill in aligning the focus of instruction that is being provided by general and special education teachers for a student with autism.	➢ Is a member of a data analysis team and helps the team to accurately interpret whether students with severe reading disabilities are responding adequately to instruction using growth data and other data sources. ➢ Helps align the focus of instruction that is being provided by general and special education teachers through use of a common, scientifically-validated intervention for a student with autism.	➢ Facilitates a data analysis team and runs statistical analyses comparing multiple intervention groups using growth data and other data sources to determine efficacy of the interventions. ➢ Consults with the speech therapist, occupational therapist, and general and special educators to design a comprehensive plan for delivering scientifically-validated intervention for a student with autism.

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Component	Failing	Needs Improvement	Proficient	Distinguished
1f: Designing Student Assessments	➢ Is unable to identify assessment methods and measures that are congruent with instructional outcomes for students.	➢ Is able to identify whether some instructional outcomes were attained via the use of appropriate methods and measures.	➢ Is able to identify whether the majority of instructional outcomes were attained via the use of appropriate methods, and measures and recommends appropriate adaptations for groups of students.	➢ Uses an approach to assessment that is fully aligned with instructional outcomes for both content and process, and adapts assessment methodologies for individual students, as needed.
Evidence/Examples	➢ Does not assist team with identifying an alternative assessment for an ESL student. ➢ Lacks the skills and knowledge to assist a special education teacher with identifying multiple brief measures that can be used monthly to assess whether a group of students with severe difficulties in phonics are making progress.	➢ Inconsistently assists team with identifying an alternative assessment for an ESL student. ➢ Inconsistently assists a special education teacher with identifying multiple brief measures that can be used monthly to assess whether a group of students with severe difficulties in phonics are making progress.	➢ Assists team with identifying an alternative assessment for an ESL student. ➢ Assists a special education teacher with identifying multiple brief measures that can be used monthly to assess whether a student with severe difficulties in phonics is making progress.	➢ Works with ESL and grade-level teachers to identify a continuum of informal and formal measures to assess whether an English Language Learner moved from L1 to L2 and instructional strategies that are resulting in his progress. ➢ Takes the initiative to work with multiple special education teachers on identifying multiple brief measures that can be used monthly to assess whether a student with severe difficulties in phonics is making progress.

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Domain 2: The Environment	
Domain 2: The Environment	Facilitates and contributes to a safe, positive, and respectful environment. Develops and maintains rapport with clients (e.g., teachers, parents, administrators, colleagues). Facilitates positive interactions within an atmosphere of warmth, caring, and professionalism. Communicates high expectations for attainment of academic standards. Facilitates student commitment to learning, persistence, and self-reflection. Facilitates development of intrinsic motivation and internal locus of control. Establishes and maintains clear referral procedures and requests for assistance. Manages materials, supplies, data, and data systems. Complies with evaluation timelines, Chapter 14, 15, and 16 and IDEA regulations. Communicates and reinforces positive behavioral expectations. Develops effective treatment/intervention plans. Is a provider of consultation. Is a provider of appropriate, private, and safe space for interaction with clients. Maintains confidentiality.

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Component	Failing	Needs Improvement	Proficient	Distinguished
2a: Creating an Environment of Respect and Rapport	➢ Interacts with clients in a manner that is characterized by limited rapport, conflict, and tension. ➢ Has not built mutual trust and collaboration. ➢ Does not acknowledge factors related to culture or religion that may impact interaction and relational trust.	➢ Interacts with clients in a manner that is characterized by some rapport, some mutual respect, and limited conflict/relational tension. ➢ Is in the process of establishing mutual trust and collaboration . ➢ Is aware of religious and/or cultural factors that may impact the establishment of trust and relational issues.	➢ Interacts with clients in a manner that is characterized by adequate rapport, confidentiality, and mutual respect. ➢ Proactively and consistently attempts to establish a safe, positive, and respectful climate.	➢ Interacts with clients in a manner that is characterized by high levels of rapport, confidentiality, and mutual respect. ➢ Proactively works with other professionals in the setting to establish a safe, positive, and respectful climate and to collect feedback to sustain and/or continue to improve the environment.
Evidence/Examples	➢ Is not able to establish rapport with students, and it is very apparent that students feel uncomfortable in their presence. ➢ Is openly disrespectful to others when not in agreement. ➢ Demonstrates an inability or unwillingness to resolve conflicts. ➢ Speaks in a manner that completely confuses parents to the point in which parents frequently seek out other staff members for explanation.	➢ Establishes rapport with some students but not on a regular basis. ➢ Demonstrates the ability to handle conflicts at times but not consistently. ➢ Demonstrates the ability to speak to parents in a manner that does not cause confusion; however, it is not demonstrated on a regular basis.	➢ Establishes rapport easily with students (e.g., students appear comfortable with SP). ➢ Uses appropriate language when speaking with parents (does not use educational jargon). ➢ Demonstrates respectful manner when there is disagreement.	➢ Often has students actively seek out his/her assistance on an ongoing basis and view the SP as part of their support system even after the initial reason for referral has been completed. ➢ Is the orchestrator of bringing professionals/parents of differing opinions to a conclusion that is acceptable to all parties. ➢ Speaks and acts in a manner that quickly and easily establishes rapport and trust with parents. Has parents actively seek out his/her support for assistance regarding their children.

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Component	Failing	Needs Improvement	Proficient	Distinguished
2b: Establishing a Culture for Positive Mental Health and Learning	➢ Does not believe in the importance of or does not contribute meaningfully toward the establishment of a culture that is characterized by high standards for academic and behavioral success.	➢ Believes somewhat in the importance of or contributes somewhat meaningfully toward the establishment of a culture that is characterized by high standards for academic and behavioral success.	➢ Believes in the importance or consistently contributes meaningfully toward the establishment of a culture that is characterized by high standards for academic and behavioral success.	➢ Is a model and leader with respect to significant and consistent contributions toward the establishment of a culture that is characterized by high standards for academic and behavioral success.
Evidence/Examples	➢ Does little to reinforce the value of hard work, persistence, and effort with a student who suffers from chronic underachievement. ➢ Does little to assist students with personal goal setting and reflection.	➢ Works with special education teacher to develop a home-school plan to reinforce assignment completion with a student; however, the assignments are not aligned with PA academic standards. ➢ Works with a team of teachers to develop a behavioral plan for a student. There is positive reinforcement for quality of work produced but not for effort or receptivity to adult feedback.	➢ Promotes the belief that students with complex support needs can make growth toward the PA standards. ➢ Is a member of a school-wide positive behavioral support team to assist with anti-bullying strategies that are implemented and monitored school-wide. ➢ Works directly with a student with behavioral difficulties to develop self-regulation strategies and reinforce the student's progress.	➢ Empowers a student (or group of students) to develop goals, including attention to detail and initiation of improvement, that the student meets with success. ➢ Is seen as a coach by students. They share their reflections of their work and progress with the SP and seek constructive feedback.

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Component	Failing	Needs Improvement	Proficient	Distinguished
2c: Managing Procedures	➢ Loses significant service delivery time due to inefficient routines and/or management of procedures, supplies, data, and data systems. ➢ Does not comply with evaluation timelines, Chapter 14, 15 and 16 and IDEA regulations.	➢ Loses some service delivery time due to inconsistent maintenance of effective routines and/or management of procedures, supplies, data, and data systems. ➢ Complies with evaluation timelines, Chapter 14, 15, and 16 and IDEA regulations.	➢ Delivers services with efficiency because there is adequate maintenance of routines, procedures, usage of data, and data systems. ➢ Complies with evaluation timelines, Chapter 14, 15, and 16 and IDEA regulations.	➢ Empowers clients to adhere to routines and procedures and to maintain data and data systems. ➢ Complies evaluation timelines, Chapter 14, 15, and 16 and IDEA regulations.
Evidence/Examples	➢ Disregards school district policies related to threats and/or suicide in that there is an outright refusal to follow them or the policies are known to exist but chooses not to familiarize himself/herself with the policies, thereby putting the student at risk and the school district at risk for potential litigation. ➢ Does not gather the information from the parties necessary to meet the requirements of the PA regulations as part of the multidisciplinary evaluation process. ➢ Disregards re-evaluation/evaluation timelines with most or all cases even in cases in which there is potential or known litigation.	➢ Is familiar with school district policy in regard to threat/suicide assessment but does not follow it consistently. ➢ Gathers information from the parties necessary to meet the requirements of the PA regulations as part of the multidisciplinary process but does not do so on a regular basis. ➢ Is able to adhere to timelines associated with the re-evaluation/evaluation process in some cases but not the majority.	➢ Uses assessment protocols and adheres to policies related to threats and/or suicide. ➢ Establishes clear procedures for gathering data from all relevant sources as part of the multidisciplinary evaluation process. ➢ Monitors and adheres to re-evaluation timelines.	➢ Helps to create the school district policy on threat/suicide assessment and/or frequently trains other staff on policy implementation. ➢ Designs or follows a clear, established procedure for accessing information as part of the multidisciplinary process. This is evidenced by a written process and non-psychological school staff being able to recite the process when asked. ➢ Adheres to the re-evaluation/evaluation timelines in ALL cases.

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Component	Failing	Needs Improvement	Proficient	Distinguished
2d: Managing Student Behavior	➢ Does not establish clear or consistent standards of conduct when working with individuals and groups. ➢ Provides little/no assistance to school personnel at the systems and individual level relative to implementation of positive behavioral support strategies and/or a continuum of mental health services.	➢ Establishes clear standards of conduct but applies them inconsistently with clients. ➢ Provides some assistance to school personnel at the systems and individual level relative to implementation of positive behavioral support strategies and/or a continuum of mental health services.	➢ Establishes clear standards of conduct and applies them consistently. ➢ Provides adequate assistance to school personnel at the systems and individual level relative to implementation of positive behavioral support strategies and/or a continuum of mental health services.	➢ Demonstrates highest standards of conduct that are clear and applied effectively. ➢ Provides comprehensive assistance to school personnel at the systems and individual level relative to implementation of positive behavioral support strategies and/or a continuum of mental health services. Outcomes support a consistently positive impact.
Evidence/Examples	➢ Does not offer support to students, staff, or the school community in this area. For example, does not familiarize himself/herself with SWPBS or FBAs. ➢ Does not have the skills/knowledge to conduct an FBA in accordance with regulations for students who are suspended.	➢ Offers some support in this area but not on a regular basis. For example, sits on a SWPBS committee but is not an active participant. ➢ Inconsistently conducts an FBA in accordance with regulations for students who are suspended.	➢ Conducts an FBA in accordance with regulations for students who are suspended. ➢ Counsels students on personal adjustment issues and pro-social skills. ➢ Assists with development, implementation, and evaluation of a school-wide prevention program (e.g., suicide, substance use, teenage pregnancy, bullying, drop out).	➢ Is integral in forming the SWPBS team within their school(s) and offers support with training and/or with the implementation of the system. ➢ Is integral in the process or is able to teach others on conducting a legal, ethical FBA. ➢ Is an expert in a particular area of research-based counseling such as cognitive behavior therapy. Seeks specific training and/or credential in the field and integrates this intervention(s) into practice in their work setting.

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Component	Failing	Needs Improvement	Proficient	Distinguished
2e: Organizing Physical Space	➢ Does not effectively organize physical space to ensure privacy, safety, and confidentiality.	➢ Demonstrates some ability to organize physical space to ensure privacy, safety, and confidentiality.	➢ Demonstrates adequate ability to organize physical space to ensure privacy, safety, and confidentiality.	➢ Is highly effective in organizing physical space and assisting others to do the same to ensure maximal levels of privacy, safety, and confidentiality.
Evidence/Examples	➢ Chooses not to secure assessment protocols in a confidential location, despite the available means to do so. ➢ Conducts assessment, team meetings, individual consultations, etc. in open areas to staff and students and does not advocate with superiors to secure a more confidential setting. ➢ Does not demonstrate student confidentiality when using technology.	➢ Inconsistently secures protocols in a confidential location. ➢ Makes certain that meetings, assessments, and consultations are conducted in a secure and confidential setting, but it is not done on a regular basis.	➢ Identifies appropriate and secure location for assessment protocols and information. ➢ Consistently utilizes a private area for assessment, team meetings, and individual consultation. ➢ Makes every effort to maintain confidentiality when using technology.	➢ Conducts ALL team meetings, assessments, and consultations in a private, confidential setting. ➢ Stores ALL protocols in a confidential location.

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Domain 3: Service Delivery	
Domain 3: Service Delivery	Uses varied models and reliable and valid methods of assessment to inform instruction and service outcomes. Solves problems. Provides effective instructional and behavioral consultation, collaboration, and communication strategies. Serves as an interdisciplinary collaboration/team member. Recommends evidence-based academic and behavioral methodologies. Provides continuum of mental health services (e.g., positive behavioral support, individual and group counseling). Contributes to development and implementation of behavior intervention plans at the individual, group, classroom, and/or school-wide level. Contributes to continuous school improvement efforts. Disseminates research and knowledge related to all facets of service delivery.

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Component	Failing	Needs Improvement	Proficient	Distinguished
3a: Communicating Clearly and Accurately	➢ Does not communicate and collaborate effectively with students and their families. ➢ Demonstrates a limited number of positive home-school partnerships. ➢ Does not demonstrate a continuum of services that includes outreach and support to students and families.	➢ Collaborates with families, facilitates positive home-school partnerships, and/or provides a continuum of services that includes outreach and support to families on an inconsistent basis.	➢ Collaborates with families, facilitates positive home-school partnerships, and/or provides a continuum of services that includes outreach and support to families on a consistent basis.	➢ Effectively collaborates with families, facilitates positive home-school partnerships, and/or provides a continuum of services that includes outreach and support to families on a consistent basis.
Evidence/Examples	➢ Does not ensure students and families feel comfortable with or supported by him/her. ➢ Does not ensure student understands why they are meeting with him/her. ➢ Has limited/no knowledge of community services and does not refer students and families for these services.	➢ Provides general recommendations for students and parents that do not take into account parents' cultural strengths, preferences, and needs. ➢ Communicates with students but sometimes uses language that students do not understand. ➢ Has a general knowledge of community services and periodically refers students and families to some of these programs.	➢ Collaborates with a behavioral consultant and the family to develop a behavior plan that is based upon cultural strengths, preferences, and needs. ➢ Works with personnel from community agencies to identify and secure additional resources for a family who has a child with complex support needs. ➢ Provides assistance to parents who are interested in learning more about how to increase achievement motivation.	➢ Designs and leads the implementation of a program to assist parents with managing their children's behavior, basing the plan on the parents' cultural strengths, preferences, and needs. ➢ Provides extensive liaison and coordination with community agencies to ensure that families of students with complex support needs receive needed services. ➢ Engages others in contributing to the development of positive home-school relationships and practices in order to enhance service delivery outcomes.

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Component	Failing	Needs Improvement	Proficient	Distinguished
3b: Using Questioning, Discussion, and Consultation Techniques	➢ Does not provide consultation or use effective collaboration or oral/written communication strategies to enhance the quality and/or continuum of services.	➢ Provides some consultation. ➢ Facilitates some interdisciplinary collaboration and uses oral/written communication strategies to enhance the quality and/or continuum of service. ➢ Demonstrates improvement in consistency of the consultation and collaboration quality as it relates to service delivery.	➢ Provides effective consultative services and facilitates interdisciplinary collaboration. ➢ Has adequately developed oral and written communication skills. ➢ Demonstrates consistency in the quality of consultation and collaboration as it relates to service delivery and outcomes.	➢ Provides highly effective consultative services and facilitates interdisciplinary collaboration. ➢ Has adequately developed oral and written communication skills. ➢ Demonstrates consistency in the quality of consultation and collaboration as it relates to service delivery and outcomes. ➢ Builds individual- and systems-level capacity through consultation and collaboration.
Evidence/Examples	➢ Writes reports that fail to provide useful information or are difficult to understand by clients and school personnel. ➢ Lacks skills and knowledge about principles of behavior change and consequently is not a part of the positive behavioral support team. ➢ Does not invite questions or feedback from a group of students they are counseling. ➢ Does not offer consultation with classroom teachers regarding classroom management strategies.	➢ Writes reports that include recommendations for intervention that have marginal utility, and/or often uses difficult-to-understand language (e.g., professional jargon). ➢ Is periodically involved in positive behavior support team meetings, but offers few useful contributions to the process. ➢ Sometimes asks questions or invites feedback that results in deeper understanding. ➢ Offers consultation with classroom teachers regarding classroom management strategies, but is ineffective, and consultation does not result in a positive change within the classroom.	➢ Writes reports and offers recommendations that are understood by clients and may be implemented. ➢ Discusses how to develop school-wide rules during a positive behavioral support team meeting. ➢ Collaborates with agency personnel, educators, and the student's physician in an effort to integrate services and develop a comprehensive treatment plan. ➢ Offers effective consultation with classroom teachers regarding evidence-based classroom management strategies, which results in a positive change within the classroom.	➢ Writes comprehensive reports that provide an in-depth understanding of the student in relation to academic and behavioral expectations and clearly link assessments to readily implementable interventions. ➢ Provides leadership to the positive behavior support team (e.g., facilitating meetings, suggesting evidence-based practices, gathering and managing data on behavior). ➢ Is an expert in consultation regarding evidence-based classroom management and results in system-wide adoption of those strategies that results in positive results for all children.

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Component	Failing	Needs Improvement	Proficient	Distinguished
3c: Enhancing Learning Outcomes	➢ Demonstrates limited ability to facilitate evidence-based methodologies to enhance student achievement outcomes.	➢ Demonstrates some ability to facilitate evidence-based methodologies to enhance student achievement outcomes.	➢ Demonstrates sufficient ability to facilitate evidence-based methodologies to enhance student achievement outcomes as part of comprehensive service delivery.	➢ Demonstrates extensive ability to facilitate evidence-based methodologies, and works to build the same level of capacity within an interdisciplinary team to enhance individual-level achievement outcomes and comprehensive service delivery.
Evidence/Examples	➢ Has no knowledge about discrete trial training and consequently does not offer meaningful consultation to implementation efforts. ➢ Makes recommendations that are not acceptable or perceived as meaningful by clients. ➢ Has limited/ no knowledge about evidence-based reading comprehension strategies and consequently does not consult with teachers on resolution of difficulties in this area. ➢ Does not utilize a transition assessment to make recommendations for career exploration and training.	➢ Has some knowledge of discrete trial training, but does not assist teachers with implementation efforts. ➢ Makes some recommendations that are viewed as appropriate. ➢ Has some knowledge of evidence-based reading comprehension strategies and periodically offers suggestions to the grade-level team on this instructional target. ➢ Inconsistently completes transition assessment.	➢ Facilitates professional learning related to discrete trial training. ➢ Makes recommendations that are viewed as appropriate and accepted by client. ➢ Assists a 4th-grade team with establishing a literacy goal and implementation of an evidence-based reading comprehension strategy. ➢ Utilizes information obtained from transition assessment to make recommendations for career exploration and training.	➢ Is actively involved with teachers in the implementation of discrete trial training (e.g., providing modeling of training routines, problem-solving training problems, addressing training needs of individual students). ➢ Conducts a review of research on reading comprehension strategies appropriate for 4th graders, shares the information with the 4th-grade team, and consults with teachers about correct implementation of the strategies. ➢ Transitions assessment recommendations in empowering the student to access vocational/employment/post-secondary education opportunities.

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Component	Failing	Needs Improvement	Proficient	Distinguished
3d: Using Assessment in Learning and Mental Health Services toward Educational, Social, and Life Outcomes	➤ Does not provide a continuum of services or evaluation tools that assesses the quality of those services toward improved, academic social, and life skills.	➤ Provides some degree of services and evaluation tools to assess outcomes toward improved, academic, social, and life skills.	➤ Provides adequate services and evaluation tools to assess the impact of services relative to the development of academic, social, and life skills.	➤ Provides a continuum of services and evaluation tools that assesses the impact of services relative to the development of academic, social, and life skills, and collaborates with other professionals to coordinate and integrate efforts in order to build capacity and enhance service delivery outcomes using reliable and valid evaluation criteria.
Evidence/Examples	➤ Has limited/no knowledge of social skills interventions with students with Asperger's Syndrome, resulting in limited involvement with these students or their teachers. ➤ Has limited/no contact with parents regarding home-school issues.	➤ Periodically consults with teachers regarding social skills interventions with students with Asperger's Syndrome. ➤ Periodically consults with parents on home-school liaison issues.	➤ Provides research-based social skills training to a group of students with Asperger's Syndrome. ➤ Designs a home-school behavioral program using FBA data, in conjunction with educators and parents, to increase self-control/regulation issues in the classroom. ➤ Provides individual counseling to a student whose parents' recently divorced.	➤ Provides research-based social skills training to a group of students with Asperger's Syndrome and develops a program-evaluation designed to determine the efficacy of the implemented program. ➤ Designs a home-school behavioral program, using FBA data, in conjunction with educators and parents, to increase self-control/regulation issues in the classroom. Plays an active role in program implementation, including holding meetings with parents on the home component of the program.

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Component	Failing	Needs Improvement	Proficient	Distinguished
3e: Demonstrating Flexibility and Responsiveness	➢ Does not offer services that are prevention-oriented and/or responsive to existing individual or systems-level needs.	➢ Offers some services that are prevention-oriented and/or responsive to existing individual or systems-level needs.	➢ Offers services that are prevention-oriented and/or responsive to existing individual or systems-level needs on a consistent basis.	➢ Offers high-quality services that are prevention-oriented and/or responsive to existing individual or systems-level needs within the context of an interdisciplinary effort. The effectiveness and quality of services is routinely evaluated and refined.
Evidence/Examples	➢ As part the school crisis team, does not respond to an emergency call due to a student death. ➢ Does not identify students who are at risk for drop-out and provides no services to them.	➢ As part the school crisis team, inconsistently responds to an emergency call due to a student death. ➢ Identifies students who are at risk for drop-out and refers them for individual counseling and mentoring.	➢ As part the school crisis team, discontinues current activities to respond to an emergency call due to a student death. ➢ Provides individual counseling and mentoring to a student who is at-risk for school drop-out.	➢ As part the school crisis team, discontinues current activities to respond to an emergency call due to a student death in another building within the district that they do not serve. ➢ Investigates and designs evidence-based counseling procedures for students who are at risk of dropping out and provides regular counseling and mentoring to said students.

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Domain 4: Professional Development/Professional Responsibilities	
Domain 4: Professional Development/Professional Responsibilities	Adheres to ethical, professional, and legal standards/guidelines. Provides high-quality professional services. Monitors self, individual, and systems-level professional learning needs and growth opportunities. Engages in procedural compliance. Serves as an advocate. Is an effective oral and written communicator. Engages in inquiry-based learning. Participates in professional learning opportunities and interdisciplinary collaboration. Applies research to practice. Makes individual contributions that lead toward improved quality of services. Maintains integrity and ethical conduct per NASP Standards. Engages in mentoring and supervision.

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Component	Failing	Needs Improvement	Proficient	Distinguished
4a: Reflecting on Professional Practice	➤ Does not demonstrate reflective practice relative to adherence to professional, ethical, and legal standards; quality of services; and and/or professional learning needs and opportunities that would enhance growth.	➤ Demonstrates some reflective practice relative to adherence to professional, ethical, and legal standards; quality of services; and and/or professional learning needs and opportunities that would enhance growth.	➤ Demonstrates consistent levels of reflective practice relative to adherence to professional, ethical, and legal standards; quality of services; and and/or professional learning needs and opportunities that would enhance growth.	➤ Engages in high levels of reflective practice relative to professional, ethical, and legal standards; quality of services; and and/or professional learning needs and opportunities that would enhance growth. ➤ Solicits input from clients, colleagues, and administrators to improve the quality of school psychological services.
Evidence/Examples	➤ Does not respond to requests by team members to provide additional support. ➤ Utilizes assessment tools that are not the most current to evaluate a student. ➤ Is not willing to provide professional development opportunities.	➤ Sometimes responds to feedback from colleagues to improve their performance. ➤ Utilizes a standard battery of assessments regardless of student needs. ➤ Inconsistently understands legal guidelines. ➤ Intermittently provides professional development to other educators.	➤ Solicits feedback from team members with respect to how their services may be utilized to address an existing need. ➤ Consults with colleagues on the issue of disproportionate representation of English Language Learners in special education. ➤ Provides professional development in the area of value added methodologies (PVAAS) in order to help other educators evaluate the quality of core and supplemental instruction for students with disabilities as it relates to growth and achievement.	➤ Solicits feedback from colleagues in regard to their quality of service, and designs an action plan to improve areas of need. ➤ Initiates participation on a mental health committee to gain a better understanding of how to provide effective mental health practices in the school setting. ➤ Provides advisement in ethical and legal standards to administrators. ➤ Provides professional development at state and national conferences.

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Component	Failing	Needs Improvement	Proficient	Distinguished
4b: Maintaining Accurate Records	➢ Is unable to maintain accurate records.	➢ Demonstrates some ability to maintain accurate records.	➢ Consistently maintains records that are current, accurate, secure, and organized.	➢ Consistently maintains records that are current, accurate, secure, and organized, and assists others with this process.
Evidence/Examples	➢ Does not maintain records to track attempts to gain permission to evaluate. ➢ Does not have a system to track and maintain timelines. ➢ Does not keep confidential information in a locked cabinet.	➢ Keeps a log of reports that are due, but it is difficult for other service providers to understand. ➢ When reviewing a previous evaluation, must search for data in several places. ➢ Is not able to provide all documentation necessary for a family to seek outside services.	➢ Through maintenance of accurate records, ensures SP substitute is able to maintain role and function for SP on leave. ➢ References records from 2 years ago for a student that was referred again for an evaluation. The student's records were maintained in a secure place and were updated. ➢ Is able to differentiate between private notes and official school records.	➢ Keeps in an accessible and secure location a record of all contacts with or attempts to contact team members, including parents, teachers, and service providers. ➢ When information is requested from an outside agency, all records and documentation are easily accessible, but in a secure location.

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Component	Failing	Needs Improvement	Proficient	Distinguished
4c: Communicating with Stakeholders	➢ Demonstrates limited communication with stakeholders.	➢ Inconsistently demonstrates effective written and oral communication skills and advocacy with stakeholders.	➢ Consistently demonstrates effective written and oral communication skills and advocacy with stakeholders.	➢ Demonstrates highly effective communication and advocacy skills with stakeholders. Uses these skills to facilitate team building, facilitate collective ownership, and build capacity to enhance service delivery outcomes.
Evidence/Examples	➢ Does not respond to parents' request for feedback of an Evaluation Report. ➢ Does not communicate with teachers that a PTE is being sent home because of a parent request. ➢ Does not communicate with staff members following a crisis.	➢ Responds to request from families to review evaluation procedures. ➢ Inconsistently communicates with staff members regarding due dates of multidisciplinary evaluations. ➢ Inconsistently returns phone calls and emails to stakeholders.	➢ Contacts the family and discusses the need for the evaluation before sending the permission to evaluate home. ➢ Disseminates an article related to bullying-prevention strategies in response to building-wide staff concerns. ➢ Writes clear, parent/teacher-friendly and easy-to-understand evaluation reports.	➢ Regularly provides after-school sessions regarding assessments and evaluation for families to ensure that they have complete understanding of the evaluation process and include their input and recommendations. ➢ Following a crisis, provides a continuum of evidence-based support to stakeholders.

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Component	Failing	Needs Improvement	Proficient	Distinguished
4d: Participating in a Professional Community	➢ Does not participate in a professional learning community (PLC). ➢ Works in isolation and does not participate or provide professional learning.	➢ Participates to some extent in a PLC. ➢ Collaborates with others as requested or directed.	➢ Participates in a PLC. ➢ Initiates collaboration with others and offers to provide professional development.	➢ Is a highly participative and contributive PLC member who initiates collaboration and provides professional development. ➢ Builds capacity toward improved outcomes and services.
Evidence/Examples	➢ Elects to skip assigned school district workshops. ➢ Participation undermines workshop's intent. ➢ Does not attend at least one local, state, or national conference or seminar during the year.	➢ Is reluctant to participate in school district-assigned workshops, in-service programs. ➢ Sporadically responds to requests for information. ➢ Attends only one local, state, or national conference or seminar during the year.	➢ Leads a PLC and provides professional learning in the area of stress management. ➢ Provides access to research-based resources by showing educators the Center on Instruction. ➢ Contributes to the monthly school newsletter. ➢ Regularly attends local, state, and national conferences.	➢ Participation in conferences enhances the conference experience for others. ➢ Presents a workshop on stress management. ➢ Is a regular contributor to local, state, or national conferences or seminars.

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Component	Failing	Needs Improvement	Proficient	Distinguished
4e: Growing and Developing Professionally	➢ Does not apply research to practice. ➢ Makes contributions that do not lead to improvement in the quality of services. ➢ Demonstrates limited professional growth and development..	➢ Attempts to apply research to practice. ➢ Makes contributions that inconsistently impact the quality of services. ➢ Secures professional growth and development opportunities.	➢ Consistently applies research to practice. ➢ Makes contributions that result in improved quality of services. ➢ Seeks opportunities that result in professional growth and development on an ongoing basis.	➢ Effectively applies research to practice. ➢ Realizes professional growth and development opportunities through these efforts and routinely includes others who are seeking to improve the quality of services delivered to individuals and the system.
Evidence/Examples	➢ Makes recommendations that do not reflect the wisdom of current research. ➢ Does not subscribe to any peer-reviewed journals. ➢ Does not interact with school-based teams.	➢ Rarely provides the source for recommendations. ➢ Only engages in professional development activities that are initiated by school district or employer. ➢ Interacts with school-based teams on an infrequent and minimal basis.	➢ Attends PaTTAN, IU, and State or National Conference and Professional Association opportunities. ➢ Subscribes to a peer-reviewed journal. ➢ Conducts action research that includes a program evaluation component of the classroom's outcomes for students with Multiple Disabilities.	➢ Is a regular contributor to peer reviewed journals. ➢ Always references the source of information in recommendations. ➢ Assumes a leadership role on school-based teams.

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Component	Failing	Needs Improvement	Proficient	Distinguished
4f: Showing Professionalism	➤ Does not demonstrate school professionalism that is characterized by integrity and ethical conduct as per NASP and APA standards.	➤ Demonstrates inconsistent levels of school professionalism characterized by integrity and ethical conduct as per NASP and APA standards.	➤ Demonstrates consistent levels of school professionalism characterized by integrity and ethical conduct as per NASP and APA standards. ➤ Provides clients with high-quality services that are tailored to their needs.	➤ Demonstrates the highest level of school professionalism characterized by integrity and ethical conduct as per NASP and APA standards. ➤ Provides clients with high-quality services that are tailored to their needs. ➤ Routinely seeks feedback from clients to evaluate school professionalism and recommendations for areas of improvement.
Evidence/Examples	➤ Discusses individual student concerns openly in the teacher faculty room during a common lunch period. ➤ Manipulates data to appease parent or teacher concerns. ➤ Uses outdated norm-referenced assessments, (e.g., uses the WISC-III in place of the WISC-IV).	➤ Discusses a student's individual needs within ear shot of others. ➤ Has limited role in resolving parent and/or teacher dissention. ➤ Uses evaluation reports that include repeated score calculation errors.	➤ Handles parent and/or teacher dissention with honesty, integrity, and a willingness to work toward resolution. ➤ Volunteers to mentor the new school psychologist. ➤ Reviews the NASP ethical standards when faced with evaluating a student from a family they know personally.	➤ Provides supervision to intern and/or practicum student with sensitivity to the individual, professional development needs. ➤ Takes an active leadership role in mediating a parent and/or teacher dissention. ➤ Produces evaluation reports that inform decision making and are considerate of all stakeholders.

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RUBRIC ASSESSMENT: Occupational/Physical Therapists (OPT)
Date ☐   Self-Assessment ☐   Evaluator Assessment ☐

Domain 1: Planning and Preparation

To guide student goal achievement, therapists must have a command of their discipline. They must know and utilize evidenced-based practice in conjunction with professional experience, with consideration of family cultures and traditions. Accomplished therapists understand the importance of clinical observation as well as standardized testing to plan and prepare for service delivery.

Therapists must demonstrate a sufficient knowledge of child and adolescent development and differences in development. Therapist must understand that students learn in individual ways and may come with gaps in their learning and development. Cultures, traditions, and outside interests are considered in planning and preparations. These considerations are taken into account when planning and preparing for goal and achievement.

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Component	Failing	Needs Improvement	Proficient	Distinguished
1a: Demonstrating Knowledge of OT/PT Content, Skills, and Strategies	➢ Makes treatment errors due to limited knowledge of content, skills, and strategies.	➢ Has some knowledge of content, skills, and strategies, and applies knowledge inconsistently to practice.	➢ Has adequate knowledge of content, skills, and evidence-based strategies, and applies knowledge consistently to practice and within a context of interdisciplinary collaboration and problem-solving.	➢ Has extensive knowledge of content, skills, and evidence-based strategies, and applies knowledge consistently to practice and within a context of interdisciplinary collaboration and problem-solving. ➢ Is committed to building on knowledge base and collaborating with other educators to facilitate collective expertise and improved outcomes.
Evidence/Examples	➢ Does not know how to improve, develop, or restore functions impaired or lost for a student who was recently in a severe car accident. ➢ Is unable to provide educators and parents with strategies to restore the functions of walking and eating. ➢ Does not demonstrate knowledge of impact of comorbidities for a child with significant cognitive and physical impairments.	➢ Has some knowledge regarding how to improve, develop, or restore functions impaired or lost for a student who was recently in a severe car accident. ➢ Is able to provide educators and parents with a few strategies to restore the functions of walking and eating. ➢ Demonstrates knowledge of impact of comorbidities for a child with significant cognitive and physical impairments. However, provides limited sharing of this knowledge with team, including family.	➢ Discusses how to improve, develop, or restore functions impaired or lost for a student who was recently in a severe car accident. ➢ Is able to provide educators and parents with strategies to restore the functions of walking and eating. ➢ Demonstrates knowledge of impact of comorbidities for a child with significant cognitive and physical impairments and shares this knowledge with the team, including the family.	➢ Works with a team of stakeholders to improve, develop, or restore functions impaired or lost for a student who was recently in a severe car accident. ➢ Is able to provide a team with highly effective strategies for restoring the functions of walking and eating. ➢ Demonstrates knowledge of impact of comorbidities for a child with significant cognitive and physical impairments and shares this knowledge with the team, including the family. Reaches out to medical providers to obtain medical updates and provides these updates to the team.

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Component	Failing	Needs Improvement	Proficient	Distinguished
1b: Demonstrating Knowledge of Child Development and Individual Needs	➢ Does not understand child development and theory. Is not aware of the individual's interests, background, and/or strengths/needs.	➢ Has some understanding of child development/theory and the individual's needs, strengths, interests, and culture. ➢ Incorporates this knowledge within service delivery and treatment planning inconsistently.	➢ Has adequate understanding of child development/theory and the individual's needs, strengths, interests, and culture. ➢ Incorporates this knowledge within service delivery and treatment planning on a consistent basis.	➢ Has extensive understanding of child development/theory and the individual's needs, strengths, interests, and culture. ➢ Incorporates this knowledge within service delivery and treatment planning on a consistent basis. ➢ Uses knowledge and progress-monitoring to evaluate student response to treatment, educate and involve other team members, and make changes accordingly.
Evidence/Examples	➢ Despite learning that a child had an interest in playing basketball, does not use this interest and related skills to motivate a student with poorly developed fine and gross motor skills. ➢ Does not use an interpreter to help a family that did not speak English gather critical information about their child's developmental needs. ➢ Does not use multiple approaches for a group of students with varying skill levels who were grouped simply to comply with teacher's or student's schedule.	➢ Learns that a child has an interest in playing basketball and uses this interest to build rapport with the student. ➢ Works with an interpreter to help a family that did not speak English gather some information about a child's developmental needs but does not apply this information to the treatment plan. ➢ Uses two different approaches for a group of students with varying skill levels that were grouped simply to comply with teacher's or student's schedule but this approach does not take the needs of every child into account.	➢ Learns that a child has an interest in playing basketball and uses this interest and related skills to motivate a student with poorly developed fine and gross motor skills. ➢ Works with an interpreter to help a family that does not speak English gather critical information about their child's developmental needs. ➢ Uses multiple approaches for a group of students with varying skill levels that were grouped simply to comply with teacher's or student's schedule, taking the needs of individual children into account.	➢ Works with a student to develop an appropriate treatment plan that aligns with the student's interest in becoming a basketball player. ➢ Works with an interpreter to help a family that does not speak English gather critical information and conjointly develop strategies to help their child develop fine motor skills at home. ➢ Uses multiple approaches for a group of students with varying skill levels that were grouped simply to comply with teacher's or student's schedule, taking the needs of individual children into account. ➢ Collaborates with the teacher or family to ensure carryover in the classroom/home to address the individual needs of the children.

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Component	Failing	Needs Improvement	Proficient	Distinguished
1c: Setting Service Delivery Outcomes	➢ Does not identify developmentally appropriate, meaningful and/or measurable service delivery outcomes.	➢ Usually is able to identify high but realistic developmentally appropriate, meaningful, and/or measurable service delivery outcomes.	➢ Identifies high but realistic developmentally appropriate, meaningful, and/or measurable service delivery outcomes on a consistent basis.	➢ Identifies high but realistic developmentally appropriate, meaningful, and/or measurable service delivery outcomes on a consistent basis. ➢ Develops service delivery outcomes collaboratively, links them to professional standards, and integrates them within a comprehensive treatment plan.
Evidence/Examples	➢ Understands that a student must attempt to go to the bathroom in the toilet but does not establish a measurable goal. ➢ Does not consider input from teachers, child, families, or other service providers to ensure that meaningful goals have been established to improve participation in the child's daily routines.	➢ Understands that a student must attempt to go to the bathroom in the toilet and begins with a goal of 1 time per day but does not specify how this will be facilitated. ➢ Consults with teachers but does not consider input from child, families, or other service providers to ensure that meaningful goals have been established to improve participation in the child's daily routines.	➢ Understands that a student must attempt to go to the bathroom in the toilet and begins with a goal of 1 time per day with adult prompting. ➢ Consults with teachers, child, families, and other service providers to ensure that meaningful goals have been established to improve participation in the child's daily routines. Suggests changes to the goal if needed to accurately reflect the child's needs.	➢ Understands that a student must attempt to go to the bathroom in the toilet and begins with a goal of 1 time per day with adult prompting. Discusses with parents and teacher extrinsic reinforcement for use with this process at home. ➢ Consults with teachers, child, families, and other service providers to ensure that meaningful goals have been established to improve participation in the child's daily routines. Suggests changes to the goal if needed to accurately reflect the child's needs and provides the family with suggestions for community opportunities to facilitate goal achievement.

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Component	Failing	Needs Improvement	Proficient	Distinguished
1d: Demonstrating Knowledge of Resources	➢ Demonstrates little/no knowledge of resources.	➢ Demonstrates some knowledge of resources.	➢ Demonstrates sufficient knowledge of evidence-based and/or high-quality resources. ➢ Uses resource knowledge to enhance service delivery.	➢ Demonstrates extensive knowledge of evidence-based and/or high-quality resources. ➢ Shares resource knowledge to enhance collaboration as well as monitor and improve service delivery outcomes.
Evidence/Examples	➢ Does not consult the peer-reviewed research regarding how to best treat severe sensory processing issues. ➢ Does not know how to find the most current review of reliable and valid gross motor function measures. ➢ Does not complete schedule or attempt to consider travel time and distance between sites.	➢ Uses the internet to identify strategies related to the treatment of severe sensory processing issues but does not know if the strategies are research-based. ➢ Knows how to find a list of gross motor function measures but does not know anything about their psychometric properties. ➢ Completes schedule but does not attempt to consider travel time and distance between sites.	➢ Consults peer-reviewed journal regarding sensory processing challenges but also uses professional craft knowledge to ensure that the child's individual and unique needs are addressed. ➢ Knows where to go to find the most current review of reliable and valid gross motor function measures and uses this along with professional craft knowledge to ensure that the child's individual and unique needs are addressed. ➢ Completes schedule and includes successful time management strategies for travel time and distance between sites.	➢ Consults peer-reviewed journal regarding sensory processing challenges but also uses professional craft knowledge to ensure that the child's individual and unique needs are addressed. Provides the "just right" challenge to ensure an individualized approach and shares this knowledge and resource with others. ➢ Knows where to go to find the most current review of reliable and valid gross motor function measures and uses this along with professional craft knowledge to ensure that the child's individual and unique needs are addressed. Completes schedule and includes successful time management strategies for travel time and distance between sites. Provides mentoring to colleagues struggling with scheduling.

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Component	Failing	Needs Improvement	Proficient	Distinguished
1e: Designing Coherent Service Delivery	➢ Is unable to design services that are comprehensive in nature and well-integrated.	➢ Designs service delivery that is usually comprehensive and well-integrated. ➢ Designs service delivery that reflects some attempts to adjust activities, strategies, and/or treatment options.	➢ Designs service delivery that is consistently comprehensive and well-integrated. ➢ Designs service delivery that reflects ongoing attempts to adjust activities, strategies, and/or treatment options based upon the student's response to treatment.	➢ Designs service delivery that is very comprehensive, well-integrated, occurs within the context of interdisciplinary collaboration, and uses multiple reliable and valid data sources. ➢ Designs service delivery that reflects ongoing attempts to adjust activities, strategies, and/or treatment options based upon student response to treatment. The service delivery design accurately reflects student needs.
Evidence/Examples	➢ Does not make adjustment to design of services for a student who has generalized "playing catch" to the playground and gymnasium and needs to move on to a more complex skill. ➢ Does not decide to replace following a teacher with following a peer through a sequence of play structure activities for an increasing length of time for a student who also needs to develop social skills and peer relationships. ➢ Does not consider the student's, teacher's, or family's daily routines when making the schedule and planning service delivery.	➢ Makes adjustment to design of services for a student who has generalized "playing catch" to the playground and gymnasium but the adjustment does not fit the next incremental need of the child. ➢ Decides to replace following a teacher with following a peer through a sequence of play structure activities for an increasing length of time for a student who also needs to develop social skills and peer relationships. However, the peer selected has behavioral difficulties. ➢ Considers the student's, teacher's, and family's daily routines when making the schedule and planning service delivery but does not collaborate with the team to ensure successful outcomes.	➢ Makes adjustment to design of services because the student has generalized "playing catch" to the playground and gymnasium and needs to move on to a more complex skill. ➢ Decides to replace following a teacher with following a peer through a sequence of play structure activities for an increasing length of time because the student's IEP also includes the need to develop social skills and peer relationships. ➢ Considers the student's, teacher's, and family's daily routines when making the schedule and planning service delivery and collaborates with the team to ensure successful outcomes.	➢ Consults relevant stakeholders to inform adjustments to design of services because a student has generalized "playing catch" to the playground and gymnasium and needs to move on to a more complex skill. ➢ Consults relevant stakeholders regarding the process for replacing the following of a teacher with following a peer through a sequence of play structure activities for an increasing length of time because the student's IEP also includes the need to develop social skills and peer relationships. ➢ Considers the student's, teacher's, and family's daily routines when making the schedule and planning service delivery and collaborates with the team to ensure successful outcomes. Provides the team with additional resources to use when the therapist is not present.

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Component	Failing	Needs Improvement	Proficient	Distinguished
1f: Assessing Goal Achievement	➢ Uses no or very limited evaluation of whether service delivery goals were attained/resulted in positive outcomes.	➢ Uses some evaluation of whether service delivery goals were attained and/or resulted in positive outcomes.	➢ Uses ongoing evaluation of whether service delivery goals were attained and/or resulted in positive outcomes. ➢ Makes changes, based upon evaluation results, to improve outcomes.	➢ Uses ongoing evaluation of service delivery outcomes. Shares goal achievement status within the context of an interdisciplinary team who contributes to problem-solving and improved outcomes. ➢ Makes changes, based on research, and routinely assesses outcomes using reliable and valid measures.
Evidence/Examples	➢ Works with a student to learn to kick a soccer ball for increasing lengths of time but does not define "increasing lengths of time" and who, when, where, and how. ➢ Works on fine motor development and does not recognize that the writing materials are not helping the student to create abstract pictures during small group and work time. ➢ Works with a student with significant cognitive and physical impairments on improving head control but does not provide parameters to monitor change. ➢ Child needs to work on playground skills but the therapist does not consider this as relevant.	➢ Works with a student to learn to kick a soccer ball for increasing lengths of time (3 minutes) but does not define "increasing lengths of time" and who, when, where, and how. ➢ Works on fine motor development. Despite thinking that the writing materials may not be helping the student to create abstract pictures during small group and work time, does not have a basis on which to make this assumption and does not provide suggestions or strategies to facilitate improved outcome. ➢ Works with a student with significant cognitive and physical impairments on improving head control. Has parameters to monitor change, but does not share these with the team/family. ➢ Knows that the child needs to work on playground skills but works on component skills and does not provide any sessions on the playground or suggestions to the teacher/family.	➢ Works with a student to learn to kick a soccer ball for increasing lengths of time (3 minutes) and defines "increasing lengths of time" and who, when, where, and how. ➢ On the basis of 5 observations, concludes that the writing materials are not helping the student to create abstract pictures during small group and work time and need to be replaced with more appropriate materials given the student's current fine-motor status. ➢ Works with a student with significant cognitive and physical impairments on improving head control. Has parameters to monitor change and shares these with the team/family. ➢ Knows that the child needs to work on playground skills and not only works on component skills but also provides sessions on the playground and/or suggestions to the teacher/family for carryover.	➢ Works with a student to learn to kick a soccer ball for increasing lengths of time (3 minutes); defines "increasing lengths of time" and who, when, where, and how; and also discusses or collaborates with team members on ways to provide additional opportunities for practice to facilitate goal achievement. ➢ On the basis of 5 observations and teacher, parent, and student feedback, therapist and stakeholders consult the literature for more effective writing materials that the student would be interested in trying to further develop his skills and interest in creating abstract art. ➢ Works with a student with significant cognitive and physical impairments on improving head control. Has parameters to monitor change and shares these with the team/family. Recruits the various team members in collecting data and provides them with a simple data collection sheet. ➢ Knows that the child needs to work on playground skills and not only works on component skills but also provides sessions on the playground and/or suggestions to the teacher/family for carryover that include resources for community playgrounds for generalization of learned skills.

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Domain 2: The Environment				
Component	**Failing**	**Needs Improvement**	**Proficient**	**Distinguished**
2a: Creating an Environment of Respect and Rapport	➢ Does not create an environment that is characterized by respect and rapport. ➢ Has interactions that are negative, are inappropriate, and/or lack sensitivity to developmental, cultural, and other related variables.	➢ Usually creates an environment that is characterized by respect and rapport. ➢ Communicates in a manner that is mostly positive, supportive, and respectful. ➢ Demonstrates sensitivity to developmental, cultural, and other related variables.	➢ Consistently creates an environment that is characterized by respect and rapport. ➢ Communicates in a manner that is positive, supportive, and respectful. ➢ Consistently demonstrates sensitivity to developmental, cultural, and other related variables.	➢ Creates an exceptionally respectful and warm environment. Easily establishes and maintains rapport with students, families, and other educators. ➢ Is viewed as a model for sustaining an environment that facilitates exceptional growth and improvement.
Evidence/Examples	➢ Does not use active listening with a student to see how he/she is doing, generally and specifically, with regard to his/her goals. ➢ Does not use active listening skills with a student who is frustrated because he/she keeps falling. ➢ Does not consult with teacher about how to assist a student with significant fine-motor difficulties and her fear of writing.	➢ Uses minimal active listening with a student to see how he/she is doing, generally and specifically, with regard to his/her goals. ➢ Uses some active listening skills with a student who is frustrated because he/she keeps falling. The student shows minimal response. ➢ Consults with teacher about how to assist a student with significant fine-motor difficulties and her fear of writing, and the teacher shows minimal receptivity.	➢ Is observed modeling active listening with a student to see how he/she is doing, generally and specifically, with regard to his/her goals. ➢ Is observed modeling active listening with a student who is frustrated because he/she keeps falling. ➢ Consults with teacher about how to assist a student with significant fine-motor difficulties and her fear of writing.	➢ Is observed modeling active listening with a student to see how he/she is doing, generally and specifically, with regard to his/her goals. The therapist collaborates with team, including student/family, on any identified barriers to help ensure success. ➢ Is observed modeling active listening with a student who is frustrated because he/she keeps falling. The student confides in the therapist and they discuss coping strategies. ➢ Consults with team about how to apply effective strategies to assist students with significant fine-motor difficulties.

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Component	Failing	Needs Improvement	Proficient	Distinguished
2b: Establishing a Culture for Goal Achievement	➢ Does not communicate high, albeit realistic, expectations for goal achievement. ➢ Provides little to no opportunity for student engagement in goal setting and achievement, constructive feedback, positive reinforcement for effort, and/or reporting of incremental progress.	➢ Usually communicates high, albeit realistic, expectations for goal achievement. ➢ Provides inconsistent opportunity for student engagement in goal setting and achievement, constructive feedback, positive reinforcement for effort, and/or reporting of incremental progress.	➢ Consistently communicates high, albeit realistic, expectations for goal achievement. ➢ Provides meaningful opportunity for student engagement in goal setting and achievement and consistent constructive feedback, positive reinforcement for effort, and/or reporting of incremental progress.	➢ Effectively communicates high, albeit realistic, expectations for goal achievement. ➢ Provides meaningful opportunity for student engagement in goal setting and achievement and consistent constructive feedback, positive reinforcement for effort, and/or reporting of incremental progress. ➢ Engages stakeholders in evaluating behaviors that help to establish and sustain a culture for goal achievement. Individual and collective contributions are identified and maintained on an ongoing basis through review of client feedback and service delivery outcomes.
Evidence/Examples	➢ Does not include family and child, as able, or other members of educational team in goal setting and the goal itself is inappropriate/irrelevant. ➢ Does not use voice or body language to convey enthusiasm toward a student who is working on balancing strategies and is experiencing success. ➢ Does not share the learning goal, which is for the student to dress himself (pull up pants, put on shoes, put on/take off coat) at appropriate times throughout the school day with adult assistance and then independently.	➢ Identifies appropriate/relevant goals but does not include family and child, as able, or other members of educational team in goal setting. ➢ Attempts to use voice and body language to convey enthusiasm toward a student who is working on balancing strategies. ➢ Shares the learning goal, which is for the student to dress himself, but does not break that down for the student.	➢ Identifies appropriate/relevant goals and all stakeholders, including family and child, as able, are part of goal setting and progress-monitoring. ➢ Reviews progress with the student every three weeks and reinforces growth toward the goal. ➢ Is assertive but supportive with a student who is exerting limited effort during weekly sessions. Works with student's family to discuss the concern and goal, and to foster participation in the development of a home-school plan.	➢ Identifies appropriate/relevant goals and all stakeholders, including family and child as able, are part of goal setting and progress-monitoring. Facilitates looking at the "big picture" with the team. ➢ Student reviews his progress with the therapist every three weeks and chooses a new goal. Student exerts substantial effort during weekly sessions. Therapist and family and student understand and can articulate the important of the therapy goal.

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Component	Failing	Needs Improvement	Proficient	Distinguished
2c: Managing Logistics for Service Delivery	➢ Demonstrates insufficient management of procedures, routines, transitions, services delivered, and the physical environment.	➢ Demonstrates some management of procedures, routines, transitions, services delivered, and the physical environment.	➢ Demonstrates sufficient management of procedures, routines, transitions, services delivered, and the physical environment.	➢ Demonstrates highly effective management of procedures, routines, transitions, services delivered, and the physical environment. ➢ Effectively maintains the quality of service at all times because the therapist has empowered all stakeholders to share responsibility for management of procedures both in their presence and absence.
Evidence/Examples	➢ Appears to spend a significant amount of time "chasing down students" during therapy sessions. Refuses to provide inclusive therapy in the classroom when indicated for a child.	➢ Appears to spend some amount of time "chasing down students" during therapy sessions and is working on management of procedures to enhance service time. ➢ Attempts to provide inclusive therapy for a child but is disruptive to the classroom environment, impeding the learning of others.	➢ Child remains engaged during session. If child becomes distracted, therapist is able to easily redirect back to session activity. ➢ Provides inclusive therapy for a child in the classroom without disrupting the learning of others.	➢ Child remains engaged during entire session without requiring redirection. Child easily transitions to the next activity during session. ➢ Provides inclusive therapy for a child in the classroom without disrupting the learning of others and collaborates with the teacher and other service providers on ways to increase the inclusion experience for all students leading to increased spontaneous peer interaction between the child served and his/her peers.

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Component	Failing	Needs Improvement	Proficient	Distinguished
2d: Managing Student Behavior	➢ Does not establish expectations for behavior that are clear, measurable, and/or student friendly. ➢ Uses punitive and ineffective behavior management techniques. There is limited/no use of positive reinforcement.	➢ Establishes expectations for behavior that are somewhat clear, measurable, and/or student friendly. ➢ Uses behavior management techniques that produce inconsistent levels of cooperation, compliance with directives, on-task behavior, and learning/individual growth.	➢ Establishes expectations for behavior that are visible, clear, measurable, and/or student friendly. ➢ Uses behavior management techniques that produce consistent levels of cooperation, compliance with directives, on-task behavior, and learning/individual growth.	➢ Establishes expectations for behavior that are visible, clear, measurable, and/or student friendly. ➢ Uses behavior management techniques that produce consistent levels of cooperation, compliance with directives, on-task behavior, and learning/individual growth. ➢ Works in concert with other stakeholders to improve positive behavioral support techniques and add to their repertoire of skills with students who may present with more challenging behavior.
Evidence/Examples	➢ Has 4-5 rules posted in her setting but they are stated as "what not to do" rather than "what to do." ➢ Many students do not comply with the rules and are not positively reinforced for demonstrating appropriate behavior. ➢ Does not discuss behavior expectations or uses forceful correction directed at child misbehaving and does not praise child for good behavior. ➢ Does not consider the child's cognitive level when considering behavior expectations.	➢ Has 4-5 rules posted in her setting but some are stated as "what not to do" rather than "what to do." ➢ Some students are not positively reinforced for demonstrating appropriate behavior. ➢ Does not discuss behavior expectations or uses voice tone and body language inappropriate for child's level directed at child misbehaving and rarely praises child for good behavior. ➢ Considers the child's cognitive level when considering behavior expectations but does not implement individualized strategies.	➢ Has 4-5 rules posted in her setting. Students comply with the rules and are positively reinforced for demonstrating appropriate behavior. ➢ In concert with parents, develops a behavior plan to increase and reward compliance with directives for a student who was refusing to cooperate. ➢ Considers the child's cognitive level when considering behavior expectations and implements individualized strategies reflecting the child's cognitive level.	➢ Has 4-5 rules posted in her setting that the students helped to develop and understand. ➢ Students support each other with compliance so that therapy sessions run smoothly. ➢ In concert with other educators and parents, develops a behavior plan to increase and reward compliance with directives for a student who was refusing to cooperate. ➢ Considers the child's cognitive level when considering behavior expectations. Collaborates with the educational team/family, sharing these strategies and making modifications as needed, to ensure consistent use of the team-determined individualized strategies reflecting the child's cognitive level.

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Component	Failing	Needs Improvement	Proficient	Distinguished
2e: Organizing Physical Space	➢ Provides a physical environment that is unsafe because of poor organization. ➢ Creates an environment in which resources that are needed to deliver high-quality services are inaccessible and prevent goal achievement.	➢ Usually ensures the physical environment is safe. ➢ Ensures resources needed to deliver high-quality services are accessible most of the time.	➢ Consistently ensures the physical environment is safe. ➢ Ensures resources needed to deliver high-quality services are accessible.	➢ Consistently ensures the physical environment is safe. ➢ Ensures resources needed to deliver high-quality services are accessible. ➢ Routinely monitors organization of physical space relative to individual needs, service provision, and response, and adjusts accordingly while adhering to regulations and research.
Evidence/Examples	➢ In classrooms and in less than ideal settings such as hallways, crowded closets, or stairwells, the therapist does not ensure that the setting is safe and accessible. ➢ Does not remove balls that they used with a former student and the next student trips over the ball and falls. ➢ Uses an inappropriate work space for a child working on fine motor skills.	➢ In classrooms and in less than ideal settings such as hallways, crowded closets, or stairwells, although the therapist ensures that the setting is safe, it may not be an appropriate setting and a more appropriate setting is available but not utilized. Additionally, the equipment used for the activity may not be appropriate. ➢ Throws a ball to a student who is working on catching skills but the ball is too hard for the student who needs a softer material. ➢ Does not provide adequate work space for a child working on fine motor skills.	➢ In classrooms and in less than ideal settings such as hallways, crowded closets, or stairwells, the therapist ensures that the setting is safe and appropriate for the planned activity. The equipment used for the activity is also appropriate. ➢ Upon verbal command, students are able to jump with both feet and hop on 1 foot in an area that did not have any other obstacles. ➢ Provides adequate work space for a child working on fine motor skills.	➢ In classrooms and in less than ideal settings such as hallways, crowded closets, or stairwells, the therapist ensures that the setting is safe and appropriate for the planned activity. The equipment used for the activity is not only appropriate but provides the "just right" challenge for success. ➢ Students assist the therapist with putting away any obstacles or mechanisms that would interfere with their ability to jump with both feet and hop on 1 foot. ➢ Not only provides adequate work space for a child working on fine motor skills but explores other options to improve performance such as use of slant boards.

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Domain 3: Service Delivery				
Component	**Failing**	**Needs Improvement**	**Proficient**	**Distinguished**
3a: Communicating Clearly and Accurately	➢ Communicates with children in a manner that is unclear, developmentally inappropriate, and/or results in confusion, frustration, and mistrust.	➢ Communicates with children in a manner that is usually clear, developmentally appropriate, and/or results in trust and rapport.	➢ Communicates with children in a manner that is clear, developmentally appropriate, and/or results in trust and rapport. ➢ Demonstrates effective communication patterns that serve to enhance the overall quality of services that are provided.	➢ Communicates with children in a manner that is exceptionally clear, developmentally appropriate, and/or results in trust and rapport. ➢ Demonstrates exceptional communication skills with children and other stakeholders, which serve to enhance the overall quality of services that are provided. ➢ Demonstrates communication skills that are continually evaluated in order to make adjustments that will improve the quality of the relationship and intended outcomes.
Evidence/Examples	➢ Says to kindergarten student, "We are going to work on your performance in the area of upper body dressing, so that you become independent in unsupported sitting within 6 months." Child looks at therapist with a blank look and goes off in a different direction.	➢ Says to kindergarten student, "We are going to work on your dressing skills, so that you can put your sweatshirt on by yourself in unsupported sitting within 6 months." Child participates minimally in dressing activity and therapist does not pursue or complete dressing activity.	➢ Tells student, "We are going to work together to help you learn how to pull-over your shirt while you are sitting – the goal is to do this with as little adult help as possible." Child participates in dressing activity without requiring additional directions.	➢ Therapist and student agree that the next goal is for the child to learn to pull over his shirt while in a sitting position. The therapist and student came up with a goal of trying to do this within 3 minutes with an appropriate reward for effort and improvement in dressing skills. Child responds by completing task as quickly as possible.

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Component	Failing	Needs Improvement	Proficient	Distinguished
3b: Gathering Information	➢ Uses information-gathering techniques that are based upon unreliable and invalid data sources and are limited in scope. Information-gathering techniques render treatment planning ineffective.	➢ Uses information-gathering techniques that are based upon mostly reliable and valid data sources. At times, the process may be less than comprehensive in nature and result in lower quality treatment planning.	➢ Uses information-gathering techniques that are based upon reliable and valid data sources. The information-gathering process is comprehensive in nature and results in high-quality treatment plans.	➢ Uses information-gathering techniques that are based upon a broad continuum of reliable and valid data sources. The information-gathering process is comprehensive in nature and results in high-quality treatment plans. ➢ Continually evaluates and expands upon the information-gathering techniques based upon the research on best practice on information-gathering techniques and resources for therapists.
Evidence/Examples	➢ Does not take the child's developmental age, interests, and family's goals into account. ➢ Due to incomplete information, does not know that the student and family are working on his ability to walk 25 feet from the family room to the kitchen during dinner time each day. ➢ Short Term Goals (within 3 months): –The patient will transition to standing from the floor through half-kneeling with supervision 4/5 trials for 3 consecutive treatment sessions. –The patient will sit unsupported in short-leg sitting for 3 minutes to enable upright activities. ➢ Does not develop a protocol for evaluating, providing service, and discharging students from therapy.	➢ Presents goals based on what a child should do at this age, without including child/family/team into functional goal setting. ➢ Due to partial information, knows that the patient needs to develop the ability to sit unsupported in short-leg sitting to perform upright activities but does not know the student also needs to learn to transition to standing from the floor to kneeling with supervision as well. ➢ Develops a protocol for evaluating and providing service, but does not develop a protocol for discharging students from therapy.	➢ Gathers reliable and valid information from the educational team and is able to develop relevant short-term goals related to the long-term goal of walking for a student on their caseload. ➢ Develops a protocol for evaluating, providing service, and discharging students from therapy.	➢ Gathers reliable and valid information and consults with all stakeholders, including the child and family, and is able to develop relevant short-term goals related to a unique issue that they had never addressed in their practice. ➢ Develops a protocol for evaluating, providing service, and discharging students from therapy and discusses this protocol with the teacher, the family, other service providers, and the child, if appropriate considering the child's developmental level. Involves all stakeholders in the development of the protocols, especially for discharge planning.

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Component	Failing	Needs Improvement	Proficient	Distinguished
3c: Engaging Children in Goal Achievement	➢ Uses activities and assignments that are inappropriate to the service delivery outcomes. ➢ Groups children in a manner that is inappropriate to the service delivery outcomes. ➢ Uses materials and resources that are inappropriate to the children's cultures or levels of understanding, resulting in little engagement. ➢ Provides service delivery that has no structure or is poorly paced.	➢ Occasionally, uses activities and assignments that are appropriate to the service delivery outcomes. ➢ Occasionally, groups children in a manner that is appropriate to the service delivery outcomes. ➢ Occasionally, uses materials and resources that are appropriate to the children's cultures or levels of understanding, resulting in moderate engagement. ➢ Occasionally provides service delivery that has a recognizable structure but is not fully maintained.	➢ Uses activities and assignments that are fully appropriate to the service delivery outcomes. ➢ Groups children in a manner that is fully appropriate to the service delivery outcomes. ➢ Uses materials and resources that are fully appropriate to the children's cultures or levels of understanding, resulting in high level of engagement. ➢ Provides service delivery that has coherent structure with appropriate pace.	➢ Uses activities and assignments that are fully appropriate to the service delivery outcomes. ➢ Groups children in a manner that is fully appropriate to the service delivery outcomes. ➢ Uses materials and resources that are fully appropriate to the children's cultures or levels of understanding. Children are highly engaged throughout the service delivery in significant goal achievement. ➢ Provides service delivery that has coherent structure with appropriate pace, and adapts to the needs of individuals as needed. The structure and pacing allow for child self-initiation.
Evidence/Examples	➢ Does not motivate the student to advance from following a 1-step verbal direction to a 3-step verbal direction. ➢ Does not underscore the importance of the student's ability to follow a 2-step written direction. ➢ Only presents non-preferred or inappropriate activities to the child, expecting compliance. ➢ Does not motivate the child to participate in the activity presented due to lack of interest/inappropriateness/lack of relevance. ➢ Does not allow enough time to complete the activity.	➢ Attempts to motivate the student to follow more complex directions but does not know the student well enough to identify meaningful sources of reinforcement. ➢ Attempts to underscore the importance of the student's ability to follow a 2-step written direction but does not involve the student and just lectures about the importance. ➢ Presents appropriate but non-preferred activities to the child, expecting compliance. ➢ Minimally motivates the child to participate in the activity presented due to lack of interest in activity. ➢ Rushes the child to complete the activity.	➢ Attempts to motivate the student to follow more complex directions, and he/she selects accommodations and strategies that will be helpful. ➢ Discusses with the student the importance of the student's ability to follow a 2-step written direction and the therapist incorporates resources that are helpful. ➢ Presents appropriate and preferred activities to the child, expecting compliance. ➢ Motivates the child to participate in the activity presented as it is preferred and relevant. ➢ Allows enough time to complete the activity.	➢ Motivates the student to follow more complex directions and independently identify strategies they think will work for them. ➢ Has student review a number of effective resources that will help his ability to follow 2-step written directions and choose the one that he feels will be best for him. ➢ Not only presents appropriate and preferred activities to the child but embeds relevant but non-preferred activities into the session as able to challenge the child to succeed. ➢ Ensures the child is internally motivated to participate and is involved in session decision making towards goals. Not only allows enough time to complete the activity, but allows time for relevant child-directed activity.

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Component	Failing	Needs Improvement	Proficient	Distinguished
3d: Using Assessment in Service Delivery	➢ Does not use assessment in service delivery and/or to monitor progress. ➢ Does not ensure child is aware of the assessment criteria. ➢ Does not provide feedback to child and team.	➢ Occasionally uses assessment in service delivery and/or progress monitoring. ➢ Ensures child is aware of some of the assessment criteria. ➢ Provides occasional feedback to child and team but feedback may be uneven.	➢ Frequently uses assessment in service delivery and/or progress monitoring. ➢ Ensures child and/or team are fully aware of the assessment criteria. ➢ Provides frequent, high-quality feedback to child and team. Frequently includes self-assessment by children when able.	➢ Uses assessment for service delivery and/or progress monitoring in a sophisticated manner. ➢ Ensures child and/or team is fully aware of the assessment criteria and involved in establishing the assessment criteria as able. ➢ Provides frequent, high-quality feedback to child and team. ➢ Frequently includes self-assessment by children when able.
Evidence/Examples	➢ Does not assist teacher with adapting tools such as pencils, ruler, and scissors after assessment. ➢ For a child with autism who has difficulty following classroom routines, does not work with the teacher to help establish a picture schedule so the student can independently follow the routines. ➢ For a student with cerebral palsy who is unable to participate in physical education [PE], does not collaborate with the PE teacher to modify and adapt the PE curriculum.	➢ Very briefly assists teacher with adapting tools such as pencils, ruler, and scissors after assessment, but does not provide follow-up collaboration and assessment. ➢ For a child with autism who has difficulty following classroom routines, gives the teacher an article on how to help establish a picture schedule so the student can independently follow the routines. ➢ For a student with cerebral palsy who is unable to participate in physical education [PE], briefly but not completely collaborates with the physical therapist and PE teacher to modify and adapt the PE curriculum.	➢ Assists teacher with adapting tools such as pencils, ruler, and scissors after assessment, but does not provide follow-up collaboration and assessment. ➢ For a child with autism who has difficulty following classroom routines, gives the teacher an article on how to help establish a picture schedule so the student can independently follow the routines and discusses ways to promote improved participation. ➢ For a student with cerebral palsy who is unable to participate in physical education [PE], collaborates with the PE teacher to modify and adapt the PE curriculum and assessment methods.	➢ Assists teacher with adapting tools such as pencils, ruler, and scissors after assessment and provides follow-up collaboration and assessment with adaptations as needed to ensure success. ➢ For a child with autism who has difficulty following classroom routines, gives the team an article on how to help establish a picture schedule so the student can independently follow the routines and suggests that they collaborate with all team members on ways to promote improved participation. Suggests tracking progress to see if suggested strategies are successful. ➢ Works with all stakeholders to modify assessments for students who are unable to participate in physical education [PE].

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Component	Failing	Needs Improvement	Proficient	Distinguished
3e: Demonstrating Flexibility and Responsiveness	➢ Adheres to the service delivery plan, even when a change would improve the service delivery. ➢ Does not utilize child information-gathering techniques when children experience difficulty. ➢ Blames the children or their home environment for lack of progress.	➢ Attempts to modify the service delivery when needed and to respond to child information-gathering techniques, with moderate success. ➢ Occasionally utilizes child information-gathering techniques when children experience difficulty. ➢ Accepts responsibility for child success, but has only a limited repertoire of strategies to draw upon when a change in the program is necessary.	➢ Frequently modifies the service delivery plan when needed and responds to child information-gathering techniques to promote the successful goal achievement of all children. ➢ Frequently utilizes child information-gathering techniques when children experience difficulty. ➢ Accepts responsibility for child success, accommodating child information-gathering techniques, needs, and interests, and has a repertoire of strategies to draw upon when a change to the program is necessary.	➢ Seizes an opportunity to enhance goal achievement, modifying the service delivery plan when needed and responding to child information-gathering techniques to promote the successful goal achievement of all children.
Evidence/Examples	➢ Refuses to account for contribution to the progress of students through measures or data that evaluate activity access, engagement, participation, and ultimately student achievement within the general curriculum.	➢ Accounts to some degree for his/her contribution to the progress of students through measures or data that evaluate activity access, engagement, participation, and ultimately student achievement within the general curriculum.	➢ Adequately accounts for his/her contribution to the progress of students through measures or data that evaluate activity access, engagement, participation, and ultimately student achievement within the general curriculum.	➢ Provides a comprehensive account of his/her contribution to the progress of students through measures or data that evaluate activity access, engagement, participation, and ultimately student achievement within the general curriculum. Shares contributions and effective strategies with other stakeholders.

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Domain 4: Professional Learning				
Component	**Failing**	**Needs Improvement**	**Proficient**	**Distinguished**
4a: Reflecting on Practice	➢ Reflects on practice but does not accurately assess the service delivery's effectiveness. ➢ Reflects on practice but does not accurately reflect the degree to which outcomes were met. ➢ Reflects on practice but does not make any suggestions for how service delivery could be improved.	➢ Reflects on practice with a generally accurate impression of service delivery's effectiveness. ➢ Reflects on practice with a generally accurate impression of the degree to which outcomes were met. ➢ Reflects on practice and makes general suggestions about how service delivery could be improved.	➢ Reflects on practice and accurately assesses the service delivery's effectiveness. ➢ Reflects on practice and accurately assesses the degree to which outcomes were met. ➢ Reflects on practice and can accurately cite evidence to support the judgment and make specific suggestions for service delivery improvement.	➢ Reflects on practice and accurately and thoughtfully assesses the service delivery's effectiveness. ➢ Reflects on practice and accurately and thoughtfully assesses the degree to which outcomes were met. ➢ Reflects on practice and accurately and thoughtfully cites specific examples and offers specific alternative actions drawing on an extensive repertoire of skills.
Evidence/Examples	➢ Does not have suggestions for how to help a student with ambulatory issues. ➢ Does not have suggestions for how to help a student with fine motor issues.	➢ Has a few suggestions for how to help a student with ambulatory issues but they may or may not be evidence-based. ➢ Has a few suggestions for how to help a student with fine motor issues but they may or may not be evidence-based.	➢ Has an adequate number of recommendations for helping a student with ambulatory issues based upon the most current peer-reviewed research. ➢ Has an adequate number of recommendations for helping a student with fine motor issues based upon the most current peer-reviewed research.	➢ Has an adequate number of recommendations for helping a student with ambulatory issues based upon the most current peer-reviewed research as well as through the use of practical craft knowledge to ensure consideration of the individual needs of the child. Strategies for the "just right" challenge are implemented with integrity and student response is monitored. ➢ Has an adequate number of recommendations for helping a student with fine motor issues based upon the most current peer-reviewed research as well as through the use of practical craft knowledge to ensure consideration of the individual needs of the child. Strategies for the "just right" challenge are implemented with integrity and student response is monitored.

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Component	Failing	Needs Improvement	Proficient	Distinguished
4b: Maintaining Accurate Records	➢ Does not collect data on child's service delivery or it is in disarray. ➢ Does not collect data on progress monitoring of child's service delivery or it is in disarray. ➢ Does not collect data on non-service delivery for child or it is in disarray.	➢ Completes data collection on child's service delivery that is rudimentary and/or requires frequent monitoring for accuracy and timeliness. ➢ Completes data collection on progress monitoring of child's service delivery that is rudimentary and/or requires frequent monitoring for accuracy and timeliness. ➢ Completes data collection on non-service delivery for child that is rudimentary and/or requires frequent monitoring for accuracy and timeliness.	➢ Completes data collection on child's service delivery that meets established timelines and demonstrates complete and accurate data collection. ➢ Completes data collection on progress monitoring of child's service delivery that meets established timelines and demonstrates complete and accurate data collection. ➢ Completes data collection on non-service delivery for child that meets established timelines and demonstrates complete and accurate data collection.	➢ Completes data collection on child's service delivery that meets established timelines and demonstrates complete and accurate data collection; makes revisions to service delivery in response to data collection. ➢ Completes data collection on progress monitoring of child's service delivery that meets established timelines and demonstrates complete and accurate data collection; makes revisions to service delivery in response to progress monitoring. ➢ Completes data collection on non-service delivery for child that meets established timelines and demonstrates complete and accurate data collection; makes revisions to non-service delivery activities in response to data collection.
Evidence/Examples	➢ Is unable to provide evidence of systematic documentation of a student's OT or PT intervention plan, implementation, and student performance data.	➢ Is able to provide some evidence of systematic documentation of a student's OT or PT intervention plan, implementation, and student performance data.	➢ Is able to provide adequate evidence of systematic documentation of a student's OT or PT intervention plan, implementation, and student performance data.	➢ Is able to fully work with the team to make well-informed decisions about continuation, discontinuation, or modification of OT or PT services based upon systematic data collection and progress monitoring efforts.

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Component	Failing	Needs Improvement	Proficient	Distinguished
4c: Communicating with Families and Stakeholders	➢ Provides little/no information to child and family members about the service delivery program. ➢ Provides little/no information to child and family members about individual child progress. ➢ Communicates with child and/or family members in a manner that is insensitive or inappropriate to the culture of the team members. ➢ Makes no attempt to engage child and family members in the service delivery program.	➢ Provides occasional information to child and family members about the service delivery program. ➢ Provides occasional information to child and family members about individual child progress. ➢ Communicates with child and/or team members in a manner that is occasionally insensitive or inappropriate to the culture of the family members. ➢ Is partially successful in attempts to engage child and team members in the service delivery program.	➢ Provides frequent and culturally appropriate information to child and family members about the service delivery program. ➢ Provides frequent and culturally appropriate information to child and family members about individual child progress. ➢ Communicates with child and/or family members in a manner that is frequent and culturally appropriate to the culture of the team members, addressing team members concerns. ➢ Makes frequent, successful efforts to engage child and team members in the service delivery program.	➢ Provides frequent and culturally appropriate information to child and family members about the service delivery program. ➢ Provides frequent and culturally appropriate information to child and team members about individual child's progress. ➢ Communicates with child and/or team members in a manner that is frequent and culturally appropriate to the culture of the team members, addressing team members concerns and eliciting child input. ➢ Makes frequent and successful efforts to engage child and family members in the service delivery program to enhance the child's goal achievement.
Evidence/Examples	➢ Does not meet with family of a student with complex support needs to provide updates about the student's progress with feeding. ➢ Does not meet with family of a student with complex support needs to provide updates about the student's progress with standing program.	➢ Meets with family of a student with complex support needs to provide updates about the student's progress with feeding during scheduled meetings. ➢ Meets with family of a student with complex support needs to provide updates about the student's progress with standing program. This communication takes place during regularly scheduled meetings.	➢ Meets with family of a student with complex support needs to initiate updates and respond to questions regarding the student's progress with feeding. ➢ Meets with family of a student with complex support needs as needed to initiate updates and respond to questions regarding the student's progress with standing program. This communication may take place in addition to regularly scheduled meetings.	➢ Meets with family of a student with complex support needs to initiate updates and respond to questions regarding the student's progress with feeding. ➢ Meets with family of a student with complex support needs as needed to initiate updates and respond to questions regarding the student's progress with standing program. This communication takes place in addition to regularly scheduled meetings. ➢ Sends strategies to family to use in the home.

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Component	Failing	Needs Improvement	Proficient	Distinguished
4d: Participating in a Professional Community	➢ Has negative or self-serving professional relationships with colleagues. ➢ Avoids participation in a culture of inquiry. ➢ Does not fulfill service delivery duties.	➢ Has professional relationships that are cordial and fulfill required service delivery duties. ➢ Is involved in a culture of inquiry. ➢ Fulfills service delivery duties.	➢ Has professional relationships that are characterized by mutual support and cooperation. ➢ Actively participates in a culture of professional inquiry. ➢ Makes substantial contributions to service delivery.	➢ Has professional relationships that are characterized by mutual support, cooperation, and initiative. ➢ Assumes a leadership role in promoting a culture of inquiry and makes substantial contributions to service delivery. ➢ Is active in professional and/or community initiatives.
Evidence/Examples	➢ Is seen by other educators as isolated and unfriendly. ➢ Serves children in classroom setting where he/she is not part of the school staff. Does not identify himself/herself to staff or attempt to develop rapport or a relationship with the school staff. ➢ Serves children in the home setting. Does not attempt to develop rapport or a relationship with the family.	➢ Is seen by a few educators as isolated from the larger community. ➢ Serves children in classroom setting where he/she is not part of the school staff. Introduces himself/herself to staff and attempts to develop rapport or a relationship with the school staff. However, no attempt is made to collaborate with the school team in regard to the child's needs. ➢ Serves children in the home setting. Develops rapport and a relationship with the family but does not collaborate with the family to understand the child's needs and daily routines.	➢ Is seen by other educators as a friendly and professional member of the school community. ➢ Serves children in classroom setting where he/she is not part of the school staff. Introduces himself/herself to staff and attempts to develop rapport or a relationship with the school staff as well as attempts to collaborate with the school team in regard to the child's needs. ➢ Serves children in the home setting. Develops rapport and a relationship with the family and elicits family input to understand the child's needs and daily routines.	➢ Is seen by other educators as a friendly and professional member of the school community who is vested in helping others and improving services for all students. ➢ Serves children in classroom setting where he/she is not part of the school staff. Introduces himself/herself to staff and attempts to develop rapport or a relationship with the school staff as well as attempts to collaborate with the school team and the family in regard to the child's needs. Provides suggestions to the family and school team as well for carryover in home and community opportunities for successful participation in daily routines with peers. ➢ Serves children in the home setting. Develops rapport and a relationship with the family and elicits family input to understand the child's needs and daily routines. Develops strategies, with the family, to best address the child's needs, including community-based opportunities to generalize the newly learned skills outside the home.

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Component	Failing	Needs Improvement	Proficient	Distinguished
4e: Growing and Developing Professionally	➢ Does not engage in therapist development activities. ➢ Resists feedback. ➢ Makes no effort to share knowledge with others or to assume therapist responsibilities. ➢ Does not hold or maintain license or maintain necessary credentials and clearances for school-based practice.	➢ Engages in therapist activities to a limited extent. ➢ Accepts feedback on performance with some reluctance. ➢ Finds limited ways to contribute to the profession.	➢ Seeks out therapist development opportunities. ➢ Welcomes feedback on performances. ➢ Participates actively in assisting other therapists.	➢ Seeks out opportunities for therapist development. ➢ Makes a systematic effort to seek out feedback. ➢ Participates in important activities that contribute to the profession such as conducting research and/or writing grants to benefit school-based practice.
Evidence/Examples	➢ Storms away when given constructive feedback. ➢ Does not complete continuing education as required to maintain licensure.	➢ Is defensive when asked questions about services and therapy for a student with writing difficulties. ➢ Is defensive when asked questions about services and therapy for a student with mobility challenges. ➢ Completes continuing education as required to maintain licensure but chooses the continuing education based on cost and convenience not on job relevance.	➢ Answers questions using a professional tone and supplies additional information to clarify the nature of recommendations for a student with writing difficulties. ➢ Answers questions using a professional tone and supplies additional information to clarify the nature of recommendations for a student with mobility challenges. ➢ Completes continuing education as required to maintain licensure and chooses those continuing education opportunities that will enhance skill level and are applicable to children.	➢ Works collaboratively with other professionals from other disciplines to address differences in treatment recommendations and develop consensus on a plan for a student with significant writing difficulties. ➢ Works collaboratively with other professionals from other disciplines to address differences in treatment recommendations and develop consensus on a plan for a student with significant mobility challenges. ➢ Completes continuing education as required to maintain licensure and chooses those continuing education opportunities that will enhance skill level and are applicable to children. ➢ Pursues relevant additional educational opportunities such as certificate programs, board or specialty certification, or advanced graduate-level education.

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Component	Failing	Needs Improvement	Proficient	Distinguished
4f: Showing Professionalism	➤ Has professional interactions that are characterized by questionable integrity. ➤ Has professional interactions that are characterized by lack of awareness of child needs. ➤ Has professional interactions that are characterized by decisions that are self-serving. ➤ Has professional interactions that are characterized by non-compliance with applicable regulations and adherence to the ethical standards from the professional organization.	➤ Has professional interactions that are characterized by honest, genuine but inconsistent attempts to serve children. ➤ Has professional interactions that are characterized by decision-making based on limited data. ➤ Has professional interactions that are characterized by minimal compliance with applicable regulations and adherence to the ethical standards from the professional organization.	➤ Has professional interactions that are characterized by honesty, integrity, confidentiality, and/or assurance that all children are fairly served. ➤ Has professional interactions that are characterized by participation in team or departmental decision-making. ➤ Has professional interactions that are characterized by full compliance with applicable regulations and adherence to the ethical standards from the professional organization.	➤ Displays the highest standards of honesty, integrity, and confidentiality. ➤ Displays the highest standards by assumption of leadership role with colleagues. ➤ Displays the highest standards in serving children. ➤ Displays the highest standards of challenging negative attitudes/practices. ➤ Displays the highest standards in ensuring full compliance with applicable regulations and adherence to the ethical standards from the professional organization.
Evidence/Examples	➤ Does not contribute beyond his/her direct service time with a student.	➤ Does not contribute beyond direct service time but does offer the family a list of outside resources.	➤ Provides adequate levels of direct and indirect contributions and shares knowledge to the greatest extent possible.	➤ Arranges for experts from the medical community to present to the staff on how to help students with significant sensory impairments or movement challenges.

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RUBRIC ASSESSMENT: SCHOOL SOCIAL WORKER (SSW)

Date ☐   **Self-Assessment** ☐   **Evaluator Assessment** ☐

Domain 1: Planning and Preparation

Component	Failing	Needs Improvement	Proficient	Distinguished
1a: Demonstrating Knowledge of Social Work Principles, Theories, and Practice	➢ Demonstrates little/no knowledge of social work principles, theories, and methods of practice. ➢ Demonstrates little/no knowledge of federal and state laws and regulations, district policies, and procedures.	➢ Demonstrates basic knowledge of social work principles, theories, and methods of practice. ➢ Demonstrates basic knowledge of federal and state laws and regulations, district policies, and procedures.	➢ Demonstrates thorough knowledge of social work principles, theories, and methods of practice and applies these in the educational setting. ➢ Demonstrates thorough knowledge of federal and state laws and regulations, district policies, and procedures.	➢ Demonstrates extensive knowledge of social work principles, theories, and methods of practice. Shares this knowledge with other professionals and applies the knowledge in the educational setting. ➢ Demonstrates extensive knowledge of federal and state laws and regulations, district policies, and procedures. Consistently applies this knowledge when providing services to students and families.
Evidence/Examples	➢ Develops/delivers plans and practice that are not related to relevant social work theory and techniques. ➢ Uses a therapeutic group as a forum to discipline or shame an individual student.	➢ Designs/delivers plans and practice that are distally related to relevant social work theory and best practices. ➢ Adopts and implements a research-informed intervention but does not make adaptations for a student with a disability.	➢ Designs/delivers plans and practice that reflect sound knowledge of social work theory and effectively incorporate best practices. ➢ Utilizes a developmental model (e.g., Tuckman stages) to guide service delivery.	➢ Designs/delivers plans and practice that demonstrate knowledge of best practice and reflect needs of individuals, the school, and larger community. ➢ Develops briefing materials to help colleagues understand eating disorders and the impact on learning.

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Component	Failing	Needs Improvement	Proficient	Distinguished
1b: Demonstrating Knowledge of Students and Families	➢ Exhibits little/no knowledge of student backgrounds, cultures, skills, language proficiency, interests, and special needs.	➢ Demonstrates inconsistent knowledge of student backgrounds, cultures, skills, language proficiency, interests, and special needs.	➢ Demonstrates adequate knowledge of student backgrounds, cultures, skills, language proficiency, interests, and special needs based upon a continuum of reliable and valid sources.	➢ Seeks knowledge of student backgrounds, cultures, skills, language proficiency, interests, and special needs using a continuum of reliable and valid sources. ➢ Identifies needs and develops a process to evaluate outcomes.
Evidence/Examples	➢ Uses a "one size fits all" approach for all students, regardless of individual characteristics. ➢ Does not review available background information on students. ➢ Does not know any factual information during a team meeting.	➢ Does not consider family structure and culture in assessment of student. ➢ Uses intervention strategies that are not always appropriate to the situation or to student needs. ➢ Provides inconsistent factual data during a team meeting.	➢ Develops intervention strategies that are relevant to the situation and the individual student following a consultation with stakeholders. ➢ Uses student evaluation that includes family, social group, and community strengths and deficiencies that impact learning. ➢ Provides current factual data during a team meeting.	➢ Develops intervention strategies that are highly appropriate to the situation and the individual student following a consultation with stakeholders. ➢ Is able to present extensive factual data during a team meeting.
1c: Setting Service Delivery Outcomes	➢ Sets service delivery outcomes that do not reflect the needs of individuals and are not measurable. ➢ Sets service delivery outcomes with limited opportunities for coordination and alignment with instruction.	➢ Sets service delivery outcomes that inconsistently reflect the needs of individuals and may or may not be measurable. ➢ Sets service delivery outcomes that have some opportunities for coordination and alignment with instruction.	➢ Sets service delivery outcomes that consistently reflect the developmental and learning needs of individuals and are measurable. ➢ Sets service delivery outcomes that are integrated and aligned with instruction.	➢ Sets service delivery outcomes that reflect the developmental and learning needs of individuals, are measurable and integrated, and are aligned with standards-based instruction. ➢ Considers outcomes within the context of system-level goals.
Evidence/Examples	➢ Sets service plan goals that do not reflect the needs of a student as per the IEP. ➢ Establishes outcomes for a student but does not identify activities and techniques that are going to be implemented or a reliable and valid method for determining whether the outcomes were met.	➢ Adopts an intervention that is not research-based and attempts to adapt it to the needs of a student with a disability. ➢ Sets service delivery outcomes that are measurable but the timeline for attaining them is unrealistic.	➢ Collaborates with students, families, and community stakeholders to determine needs and inform a specific service delivery outcome. ➢ Explains to the school team how the outcomes are tied to local, state, and national standards, and shows them an example.	➢ Meets regularly with stakeholders to provide updates regarding service delivery goals and outcomes. ➢ Collaborates with stakeholders regarding the quality of data sources that will be used to revise and refine service delivery outcomes. ➢ Regularly establishes outcomes and examples that reflect what individuals will learn as a function of their services.

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Component	Failing	Needs Improvement	Proficient	Distinguished
1d: Demonstrating Knowledge of Resources	➢ Demonstrates little/no knowledge of school and community resources available to assist students and families.	➢ Demonstrates some familiarity with resources available through the school or community for students and their families.	➢ Demonstrates knowledge of school and community resources available to assist students and families.	➢ Demonstrates extensive knowledge of school and community resources available to assist students and families, and shares knowledge of resources with colleagues.
Evidence/Examples	➢ Works on supporting a homeless family but is unfamiliar with shelters and other types of emergency housing in the community and does not know how to begin looking for resources. ➢ Does not refer students to Student Assistance Program when their needs warrant such a referral.	➢ Offers a homeless family some options for services but does not offer follow-up services. ➢ Is aware of services that are commonly used by children/families (such as CYS, mental health, Student Assistance Program) but does not consistently refer children/families to those services.	➢ Seeks out resources within and outside the school/district and identifies other linkages that can support students (e.g., mental health providers via SAP Team and food bank via School Nurse). ➢ Builds relationships with community providers to enhance service delivery and provides the family with contact information.	➢ Offers a family whose needs have changed an extensive continuum of alternate resources. ➢ Develops and/or maintains a current and comprehensive database of resources that can be accessed by colleagues, students, and families.
1e: Designing Coherent Service Delivery	➢ Develops services that are poorly designed and do not meaningfully engage students. ➢ Uses targeted interventions that are not evidenced-based and do not match student needs.	➢ Does not consistently design services to match the varying and changing needs of students. ➢ Uses targeted interventions and methodologies that may or may not be evidence-informed. ➢ Does not consistently engage students in learning, growth, and goal setting as a function of coherent service design.	➢ Consistently designs services to match the varying and changing needs of students. ➢ Uses targeted interventions and methodologies that are evidence-informed. ➢ Students are consistently engaged in learning, growth, and goal setting as a function of coherent service design.	➢ Is highly effective in designing services that are varied and appropriate to their students and differentiated goals/outcomes. ➢ Empowers students to identify opportunities, resources, and experiences that will build on individual strengths and move them forward.
Evidence/Examples	➢ Fails to conduct an assessment interview with a student referred for services. ➢ Fails to use key information from existing records and prior assessments to meaningfully engage a student who is homeless.	➢ Is able to identify a behavioral intervention that might support student success but is unable to cite the research and why the intervention would be appropriate for the student.	➢ Clearly defines the roles of the social worker, family, and student. ➢ Develops a service plan for a student that is informed by the student and family using a structured interview and other reliable and valid data sources.	➢ Uses a multi-systems approach to engage the student and family in selecting resources and supports that are aligned to their needs and strengths. The student and family can describe their role in the decision-making process and what they have learned.

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Component	Failing	Needs Improvement	Proficient	Distinguished
1f: Designing Student Assessments	➢ Is not able to identify assessment methods and measures that are congruent with student needs.	➢ Uses an approach to assessment that is only partially aligned with student needs and reason for referral.	➢ Uses an approach to assessment that addresses reason for referral, student needs, and educational goals.	➢ Uses an approach to assessment that addresses reason for referral, student needs, and educational goals, which also reflects evidence-based practices and data collection. ➢ Adapts assessment methodologies for individual students and groups as needed.
Evidence/Examples	➢ Is unable to set an assessment plan with clear criteria, standards, or alignment with service delivery outcomes or individual student needs. ➢ Does not collect or analyze data to determine progress or goal achievement.	➢ Uses rudimentary assessment tools that may not be suitable for intervention. Information does not measure variables under investigation. ➢ Determines progress or goal achievement with data that .is incomplete or incorrectly collected.	➢ Can show how a data source (e.g., reliable and valid behavioral checklist) will help them to evaluate whether services impacted upon student growth (a social skills outcome). ➢ A group of students who work with the Social Worker can demonstrate that they understand their goals.	➢ As a function of working with the Social Worker, a student is able to track his progress and set a new goal. ➢ Consults with the ESL teacher and family to select or adapt an assessment they will be using for a student who does not speak English and is a refugee.

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Domain 2: The Environment				
Component	**Failing**	**Needs Improvement**	**Proficient**	**Distinguished**
2a: Creating an Environment of Respect and Rapport	➤ Has interactions with some students that are negative, demeaning, sarcastic, or inappropriate.	➤ Has interactions that are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for developmental differences and/or culture.	➤ Has interactions that are polite and respectful, reflect general warmth and caring, and are appropriate to the cultural and developmental differences among students. ➤ Models and teaches an environment of respect and rapport.	➤ Has interactions with individual students, families, and colleagues that are highly respectful and reflect genuine warmth, caring, and sensitivity. ➤ Cultivates a school environment where students model and teach respect and rapport.
Evidence/Examples	➤ Does not know students by name. ➤ Does not appear to be listening when students are sharing information.	➤ Usually greets students as they walk in the door. ➤ Usually contacts families to learn about students.	➤ Asks students how they feel about their services. ➤ Uses a range of active listening techniques with all students.	➤ Ensures that student feels comfortable telling the Social Worker that they have witnessed abuse in the home. ➤ Learns that a student really likes basketball and strategically plans an initial meeting with that student in the school gymnasium.
2b: Establishing a Culture for Learning	➤ Does not contribute to a culture for academic success. ➤ Communicates low expectations for student achievement, behavior, and attendance.	➤ Contributes to a culture for academic success when directed by others. ➤ Communicates reasonable expectations for student achievement, behavior, and attendance but exhibits inconsistent levels of supportive accountability.	➤ Establishes a culture for academic success through establishment of resources to address behavioral, social-emotional, cognitive, cultural, and familial strengths and needs. ➤ Communicates high but realistic expectations through the establishment of positive reinforcement, supportive accountability, and supervision.	➤ Establishes a culture for academic success through establishment of resources to address behavioral, social-emotional, cognitive, cultural, and familial strengths and needs. ➤ Communicates high but realistic expectations through the establishment of positive reinforcement, supportive accountability, and supervision. ➤ Is instrumental in mobilizing a team of individuals who work together to help students achieve success.
Evidence/Examples	➤ Does not initiate a response to a crisis situation. ➤ Relays to a student that his/her goals are unlikely to be attained.	➤ Students verbally commit to participating in Social Worker services but there is limited evidence of behavioral commitment. ➤ Appears to assume most of the responsibility and ownership for identifying student goals and solutions.	➤ Shares personal learning experiences with student and a new strategy that he/she is trying. ➤ Shares the reason that they are working with the student and explains the importance of the student's participation and active involvement.	➤ Ensures that students can articulate their goals as a function of working with the Social Worker and can explain why they are important. ➤ Assists students with attributing their progress to hard work and effort rather than to luck.

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Component	Failing	Needs Improvement	Proficient	Distinguished
2c: Managing Procedures	➤ Social Worker and students are not observed to be productively engaged. ➤ Loses significant time due to poor planning, organization, and lack of clearly defined responsibilities.	➤ Social Worker and students are observed to be inconsistently engaged. ➤ Loses some service delivery time due to poor planning, organization, and lack of clearly defined responsibilities.	➤ Organizes services that are organized, and consistently engages students in learning. ➤ Protects service delivery time through effective planning, organization, and clearly defined responsibilities.	➤ Ensures that services are well-organized and students are highly engaged in learning and assuming responsibility for their progress. ➤ Maximizes service delivery time through effective planning, organization, and clearly defined responsibilities.
Evidence/Examples	➤ Does not establish procedures for working with students such as listening and sharing responsibilities. ➤ Does not ensure that students know what they are supposed to accomplish via the support of the Social Worker.	➤ Establishes procedures for working with students such as listening and sharing responsibilities, however, they are not consistently reinforced. ➤ Provides inconsistent feedback to students.	➤ Establishes procedures for working with students such as listening and sharing responsibilities. ➤ Provides consistent feedback to students on their progress.	➤ Works together with students to establish expectations and outcomes. ➤ Engages students in self-assessing how they are doing.
2d: Managing Student Behavior	➤ Does not establish standards for conduct and students are confused about the expectations. ➤ Provides ineffective monitoring of student behavior. Responds to student misbehavior in a manner that is repressive and/or disrespectful of student dignity.	➤ Demonstrates effort to establish standards of conduct for students. ➤ Responds to misbehavior with uneven results.	➤ Monitors standards of conduct that are clear to all students. ➤ Responds appropriately to student misbehavior and respects student dignity. ➤ Promotes positive school culture and pro-social initiatives.	➤ Establishes clear standards of student conduct, with evidence of student participation in setting those standards. ➤ Monitors student behavior in a manner that is subtle and preventive. Responds to student misbehavior in a manner that is sensitive to individual student needs and educative rather than punitive. ➤ Empowers students to take an active role in self-monitoring behavior.
Evidence/Examples	➤ Does not make eye contact with students. ➤ Notices two students misbehaving in hallway and does not intervene.	➤ Has "favorites" who receive more positive reinforcement than others. ➤ Addresses student misbehavior but student immediately returns to the behavior once the Social Worker leaves.	➤ Makes eye contact with a student who is potentially misbehaving. ➤ Is active in district-wide programs such as bullying/violence prevention, restorative practices, and/or character education.	➤ Empowers students to devise a system for monitoring their own behavior. ➤ Enlists parents and community members to work with students to improve the environment.

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Component	Failing	Needs Improvement	Proficient	Distinguished
2e: Organizing Physical Space	➢ Creates a physical environment that is not conducive, is unsafe, or is inaccessible to some students. ➢ Is largely uninvolved in advocating for changes in physical space to ensure accessibility to all students.	➢ Ensures the physical environment is conducive to most student needs. Physical environment is accessible to most students. ➢ Uses physical resources, including computer technology, with moderate effectiveness. ➢ Makes attempts to modify the physical space to better suit student needs.	➢ Ensures the physical environment is conducive to intervention needed and is accessible to all students. ➢ Makes effective use of physical resources, including computer technology. ➢ Makes temporary and durable changes to physical space to meet student needs.	➢ Ensures the physical environment is conducive to interventions, is reflective of the needs of all students, and promotes academic success. ➢ Empowers students to contribute to the planning or adaptation of the physical environment to advance academic achievement. ➢ Uses technology skillfully, as appropriate to the delivery of services.
Evidence/Examples	➢ Does not set up physical space with safety in mind. Power cord and furniture placement present physical hazards and unsecure records result in lack of privacy and confidentiality. ➢ Has posters that are inappropriate or offensive.	➢ Provides physical space that is not suitable for students who need to de-escalate and are in need of a safe environment. However, location is suitable for many group activities.	➢ Takes measures to maintain confidentiality and safety through organization of student information and placement of furniture. ➢ Provides space and resources that can easily be adapted to the range of uses required. ➢ Stores anatomical dolls or children's games unobtrusively when not in use.	➢ Ensures students are able to appropriately choose seating and proximity when entering the office. ➢ Empowers students to appropriately provide materials and input into the look and feel of the environment (e.g., list of coping skills, self-esteem builders, feeling identification,).

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Domain 3: Service Delivery				
Component	**Failing**	**Needs Improvement**	**Proficient**	**Distinguished**
3a: Communicating Clearly and Accurately	➢ Does not clearly explain why he/she is offering his/her services to a student or define what those services look like.	➢ Explains why he/she is offering his/her services and defines what those services look like without verifying student understanding.	➢ Ensures students understand why they are meeting with the Social Worker and the goal of the service within the context of other factors, including family, school, and the larger community.	➢ Ensures students understand why they are meeting with the Social Worker and the goal of the service within the context of other factors, including family, school, and the larger community. ➢ Ensures students are able to see how services correspond to and support their own interests and goals.
Evidence/Examples	➢ Schedules a meeting with a student but does not inform the student's family and has not conducted a needs assessment. ➢ Does not effectively establish home-school partnerships.	➢ Schedules a meeting with a student and informs the student's family but has not conducted a needs assessment. ➢ Creates a district-wide program for parent involvement but does not identify program goals.	➢ Schedules a meeting with a student, informs the student's family, and conducts a needs assessment. ➢ Creates a district-wide program for parent involvement and communicates with stakeholders about program goals that support district initiatives.	➢ Collaborates with educators, parents/guardians, and community partners to identify needs and strengthen services and outcomes. ➢ Integrates student interests into activities.
3b: Gathering Information	➢ Uses information-gathering techniques that are low-level or inappropriate, eliciting limited student and/or family participation and recitation rather than discussion.	➢ Uses information-gathering techniques that are mediocre and at times inappropriate, eliciting limited student and/or family participation and recitation rather than discussion.	➢ Uses information-gathering techniques that are appropriate and consistently elicit student and/or family participation and discussion.	➢ Uses information-gathering techniques that are appropriate, are thoughtful, and elicit maximum student and/or family participation and discussion. ➢ Uses techniques that are culturally and developmentally appropriate and result in student empowerment.
Evidence/Examples	➢ Does not regularly invite students to ask questions or use a protocol to keep discussion focused and meaningful. ➢ Does not know how to find out how many students are homeless in the district.	➢ Inconsistently tracks quantity and quality of student progress using a data system. ➢ Knows how to conduct a needs assessment relative to truancy issues but is not sure how to directly assist district administrators.	➢ Consistently tracks quantity and quality of student progress using a data system. ➢ Knows how to conduct a needs assessment relative to truancy issues and offers recommendations to district administrators.	➢ Involves students in deciding which of an array of appropriate strategies and activities they may try/explore that align with their needs. ➢ Regularly provides feedback to students on their goal status.

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Component	Failing	Needs Improvement	Proficient	Distinguished
3c: Engaging Students, Families, and Stakeholders in Learning	➤ Uses activities, tasks, materials, and groupings of students that are inappropriate to the goals of intervention or students' cultures or levels of understanding, resulting in little observable engagement from student. ➤ Does not attempt to engage parents/guardians in the educational process.	➤ Inconsistently uses activities, tasks, materials, and groupings of students that are appropriate to the goals of intervention or students' cultures or levels of understanding, resulting in moderate observable engagement. ➤ Sometimes promotes parent/guardian involvement in the educational process.	➤ Uses activities, tasks, materials, and groupings of students that are fully appropriate to the goals of intervention and students' cultures and levels of understanding, resulting in student engagement in activities of a high level of rigor. ➤ Consistently promotes parent/guardian involvement in the educational process.	➤ Ensures that students are engaged throughout the process in a meaningful manner appropriate to their developmental level. ➤ Adapts the goals of Social Worker intervention to the needs of individuals, and ensures the structure and pacing allow for student reflection and closure. ➤ Consistently promotes parent/guardian involvement in the educational process and demonstrates leadership in positively engaging parents/guardians.
Evidence/Examples	➤ Includes a student with anger management issues in a small group intervention that does not offer strategies that will help the student successfully control his/her anger. ➤ Is part of a district-wide committee to improve school attendance and does not suggest strategies for parental involvement.	➤ Groups students according to need but the curriculum is not suitable for their age or ability. ➤ Is part of a district-wide committee to improve school attendance and provides minimal suggestions for strategies to promote parental involvement.	➤ Bases groups on student needs and goals, such as 6th grade anger management, divorce group, and grief group. Choses curriculum that is appropriate to age and ability. ➤ Is part of a district-wide committee to improve school attendance and provides helpful suggestions for strategies to promote parental involvement.	➤ Empowers students to request and form groups based on needs and interests. Students are aware of issues and needs in the school, and suggestions are solicited from students (e.g., via suggestion box). ➤ Is part of a district-wide committee to improve school attendance and offers to develop a complementary program to promote parental involvement.
3d: Using Assessment in Service Delivery	➤ Does not utilize assessment to inform service delivery. ➤ Does not match interventions to student needs. ➤ Does not monitor progress toward goal achievement. ➤ Does not ensure students and families are engaged in self-assessment.	➤ Utilizes assessment to inform service delivery but assessments may or may not be reliable and valid. ➤ Usually uses interventions that are matched to student needs. ➤ Inconsistently monitors progress toward goal achievement. ➤ Does not ensure students and families are consistently engaged in self-assessment.	➤ Uses a continuum of reliable and valid data sources to inform service delivery. ➤ Uses interventions that are matched to student needs, and monitors progress. ➤ Ensures students are consistently engaged in self-assessment.	➤ Uses a continuum of reliable and valid data sources to inform service delivery. ➤ Uses evidence-informed interventions that are appropriately matched to student needs, and monitors progress. ➤ Consistently engages students in self-assessment. ➤ Uses data to continuously improve the quality of services and outcomes.
Evidence/Examples	➤ Does not use assessment tools to measure goal achievement for students participating in small group intervention. When asked, is unable to produce assessment tools. ➤ Does not possess much knowledge about assessment.	➤ Is able to produce some assessment tools, when asked, but does not know whether they are reliable. ➤ Has assessment skills but interpretation of data may be inaccurate.	➤ Is able to demonstrate use of a continuum of reliable and valid assessment tools when asked why they were selected for a certain student.	➤ Is a member of data analysis team for at-risk students and is able to effectively interpret and synthesize data to inform a comprehensive treatment plan for a student with drug and alcohol problems.

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Component	Failing	Needs Improvement	Proficient	Distinguished
3e: Demonstrating Flexibility and Responsiveness	➢ Does not attempt to modify services when needed or respond to student needs as they change. ➢ Is not skilled in customizing services for individual students.	➢ Attempts to modify services and respond to student needs with some success. ➢ Is somewhat flexible in providing individualized services to students, given the constraints of the school environment.	➢ Modifies and customizes services in an effective, efficient, and flexible manner.	➢ Is highly effective in modifying and customizing services in an effective, efficient, and flexible manner. ➢ Demonstrates receptivity to feedback from other stakeholders and makes adjustments accordingly.
Evidence/Examples	➢ Is unable to identify an alternative to meeting in the office when he/she finds out that a parent is unable to get transportation to the team meeting. ➢ Is unable to change his/her approach to his/her work with an individual student, despite lack of success using identified strategies.	➢ Is able to identify some alternative to meeting in the office when he/she finds out that a parent is unable to get transportation to the team meeting. ➢ Is able to change some things about his/her approach to his/her work with an individual student if a lack of success is observed.	➢ Is able to identify multiple alternatives to meeting in the office when he/she finds out that a parent is unable to get transportation to the team meeting. ➢ Is able to change his/her approach to his/her work with an individual student if a lack of success is observed.	➢ Is able to easily identify alternatives to meeting in the office when he/she finds out a parent is unable to get transportation to the team meeting, and supports and encourages parent to draw on personal resources to be able to attend. ➢ Allows student/family/school to drive the content of the session based on their current need as well as identified goals.

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Domain 4: Professional Development/School Social Worker Responsibilities				
Component	**Failing**	**Needs Improvement**	**Proficient**	**Distinguished**
4a: Reflecting on Practice	➢ Does not reflect on practice, or the reflections are inaccurate or self-serving.	➢ Reflects on practice with relative accuracy and objectivity without citing specific examples and with only global suggestions as to how it might be improved.	➢ Reflection on practice provides an accurate and objective description of practice, citing specific positive and negative characteristics. ➢ Makes some specific suggestions as to how the social work program might be improved.	➢ Reflection on practice is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. ➢ Draws on an extensive repertoire to suggest alternative strategies.
Evidence/Examples	➢ States group counseling session went well, despite evidence that intervention was ineffective ➢ Is not aware of previously tried, ineffective strategies when contributing to committees addressing school-wide behavior management, in large part due to lack of reflection on practice.	➢ Cannot identify why a group counseling session was not effective. ➢ Is aware of previously tried, ineffective strategies when contributing to committees addressing school-wide behavior management, but is unable to articulate specific examples of the ineffectiveness.	➢ Reflects and identifies specific examples why group was ineffective based on formal data and evidence related to goals/outcomes. ➢ Is aware of previously tried, ineffective strategies when contributing to committees addressing school-wide behavior management. Offers concrete, specific examples and ideas for improvement.	➢ Seeks out assistance through supervision to discuss and brainstorm intervention methods based on data ➢ Effectively articulates to the committee that specific strategies were ineffective, and offers concrete, specific ideas for improvement, drawing upon evidence-informed knowledge bank.
4b: Maintaining Accurate Records and Systems for Managing Students' Data	➢ Maintains inaccurate records. ➢ Unable to locate records in accordance with the school/district policy and state and federal law, and records are not reflective of the National Association of Social Workers (NASW) Code of Ethics.	➢ Maintains fairly accurate records. ➢ Unable to easily locate records in accordance with the school/district policy and state and federal law, and records are not reflective of the NASW Code of Ethics.	➢ Maintains accurate records in a confidential manner. ➢ Is able to locate records in accordance with the school/district policy and state and federal law, and records are reflective of the NASW Code of Ethics.	➢ Maintains accurate and confidential records that are highly systematic and comprehensive. ➢ Maintains records in accordance with the school/district policy and state and federal laws, and records are reflective of the NASW Code of Ethics. ➢ Uses records as a basis for service delivery planning and improvement. ➢ Uses data in research to improve quality and service delivery.
Evidence/Examples	➢ Does not complete in a timely fashion case notes to summarize the individual session held earlier in the week, then loses track of some of the content when writing the note at the end of the week. ➢ Does not keep up with filing paperwork in student files and, at times, misplaces important information.	➢ Does not complete in a timely fashion case notes to summarize the individual session held earlier in the day, then loses track of some of the content when writing the note before leaving for the day. ➢ Occasionally files paperwork in student files but, at times, misplaces important information.	➢ Completes case notes immediately following the individual session he/she has with a student or family. ➢ Files and organizes documentation on a regular basis and documentation is accessible as needed.	➢ Completes case notes immediately following sessions and uses technology for tracking and monitoring progress. Uses this information to enhance service delivery. ➢ Encourages students to monitor and track their own progress in group and individual sessions through self-monitoring.

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Component	Failing	Needs Improvement	Proficient	Distinguished
4c: Communicating with Stakeholders	➢ Provides little/no information to stakeholders about the service delivery program and/or individual students.	➢ Provides limited communication to stakeholders and/or in response to family concerns. There is partial success in attempts to engage stakeholders in the service delivery program.	➢ Provides frequent, culturally appropriate information to stakeholders about the service delivery program, student progress, and responses to stakeholder concerns; makes frequent, successful efforts to engage stakeholders in the service delivery program.	➢ Provides frequent, culturally appropriate information to stakeholders. ➢ Encourages student voice in communication with stakeholders. ➢ Successfully engages stakeholders in the service delivery program, and evaluations enhance student academic achievement.
Evidence/Examples	➢ Avoids staff communication, and does not make time to meet with staff regarding student needs/progress. ➢ Does not make contact with parent/guardian; parent/guardian does not know student is receiving services or when concerns arise.	➢ Recognizes staff concern and desire for communication but does not take time to meet with them regarding student needs/progress. ➢ Makes contact with parent/guardian;, parent/guardian knows about service, but does not fully understand the need.	➢ Respects confidentiality, but engages stakeholders through regular communication regarding needs and progress of student. ➢ Discusses social work services with parents/guardians in accordance with laws around confidentiality.	➢ Provides students with regular progress reports to share with stakeholders. ➢ Gives stakeholders feedback forms to provide feedback to Social Worker to address in sessions.
4d: Participating in Professional and School Communities	➢ Has relationships with colleagues that are negative or self-serving. ➢ Does not participate in, or avoids becoming involved in, school events and/or school and district projects.	➢ Has relationships that are perfunctory and fulfill required school/district duties. ➢ Is involved in school events and/or school/district projects as requested.	➢ Has relationships that are characterized by mutual support and cooperation. ➢ Actively participates in school events and school/district projects, with School Social Worker making substantial contributions.	➢ Has relationships that are characterized by mutual support and cooperation, and takes the initiative in assuming leadership roles. ➢ Promotes a culture of inquiry and makes substantial contributions to school/district projects.
Evidence/Examples	➢ Is isolated from school activities, only participating when beneficial to self. ➢ Does not work after scheduled hours even when responsibilities of job are not completed.	➢ Is polite and respectful to colleagues, but only attends functions when reminded by principal or supervisor. ➢ Does not share strategies with colleagues, unless requested.	➢ Regularly participates in team meetings and shares resources, leading to student improvement, as noted by colleagues/principal. ➢ Volunteers time for school functions and shares resources from professional development without requests/reminders.	➢ Develops resource library for social, emotional, and behavioral interventions and strategies for use by colleagues/staff. ➢ Researches and develops a club or committee to prevent bullying and improve social development and peer relationships in school.

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Component	Failing	Needs Improvement	Proficient	Distinguished
4e: Growing and Developing Professionally	➢ Does not participate in professional development activities.	➢ Participates in professional development activities when convenient or required.	➢ Seeks out opportunities for professional development based on an individual assessment of need.	➢ Actively participates in professional development opportunities, and makes a substantial contribution to the profession/educational community.
Evidence/Examples	➢ Is absent during professional development or in-service days that are required by the district.	➢ Is present during professional development or in-service days that are required by the district, but is often seen talking with others or wandering around rather than being attentive.	➢ Is present during professional development or in-service days that are required by the district and is attentive and participating in workshops. ➢ Attends professional development or in-service workshops based on content most closely related to social work services, seeks opportunities outside the district, as offered through NASW and PASSWP, and subscribes to Social Worker journals.	➢ Offers to help coordinate professional development or in-service days. ➢ Attends professional development or in-service workshops based on content most closely related to social work services, seeks opportunities outside the district, as offered through NASW and PASSWP, and subscribes to Social Worker journals.
4f: Showing Professionalism*	➢ Rarely exhibits professional conduct and self-awareness.	➢ Generally exhibits professional conduct and self-awareness.	➢ Nearly always exhibits professional conduct and self-awareness.	➢ Consistently exhibits professional conduct and self-awareness. ➢ Supports all school personnel in exhibiting professional conduct and self-awareness.
Evidence/Examples	➢ Talks about student related issues in open areas with other staff members nearby, violating confidentiality regulations. ➢ Engages in argumentative behavior with challenging students, parents/guardians, or staff members.	➢ Shares information with parent/guardian that the student shared in confidence, violating confidentiality regulations. ➢ Shows frustration with challenging students, parents/guardians, or staff members.	➢ Maintains confidentiality of student information while speaking with the parent/guardian by educating them on the regulations governing privacy of information (as applicable depending on the nature of the issue and age of the student). ➢ Maintains a neutral stance with challenging students, parents/guardians, or staff members, while setting limits and expectations.	➢ Consistently maintains confidentiality of student information and promotes the importance of confidentiality among colleagues. ➢ Maintains a neutral stance with challenging students, parents/guardians, or staff members, while setting limits and expectations. ➢ Uses active listening and motivational strategies to manage student resistance and move forward in the counseling process.

*Professionalism may be shown through self-awareness, self-monitoring, or professional accountability.

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RUBRIC ASSESSMENT: SCHOOL COUNSELOR, Elementary and Secondary (SC)

Date ☐   Self-Assessment ☐   Evaluator Assessment ☐

Domain 1: Planning and Preparation

Component	Failing	Needs Improvement	Proficient	Distinguished
1a: Demonstrating Knowledge of Counseling Theory, Best Practice, and Techniques	➢ Demonstrates limited knowledge of counseling theory, best practice, and techniques. ➢ Uses a District-adopted comprehensive school counseling plan that does not reflect integrated knowledge of theory and techniques, or possess no plan at all.	➢ Demonstrates some knowledge of counseling theory, best practice, and techniques. ➢ Uses a District-adopted comprehensive school counseling plan that reflects limited integration of this knowledge, theory, technique, and best practice.	➢ Demonstrates a working knowledge of counseling theory, best practice, and techniques. ➢ Uses a District-adopted comprehensive school counseling plan that reflects the integration of knowledge, theory, and best practice.	➢ Displays extensive knowledge of counseling theory, best practice, and techniques. ➢ Uses a District-adopted comprehensive school counseling plan that reflects and integrates extensive knowledge, theory and best practice.

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Component	Failing	Needs Improvement	Proficient	Distinguished
(1a continued) *Evidence/Examples*	➢ Uses classroom guidance lessons that are not supported by theory or research. ➢ Provides no evidence of a written standards-based curriculum that is aligned with the ASCA National Model Delivery System and addresses academic, career, and social/emotional domains. ➢ Does not demonstrate understanding of theory and research regarding human development, student learning, and positive outcomes (academic, career and social/emotional development). ➢ Refuses to provide individual counseling services with a middle school student who has test anxiety issues impacting his/ her grades in a social studies class. States there is no time in his/her schedule.	➢ Uses classroom guidance lessons that are sometimes based upon theory and research. ➢ Has a written, standards-based curriculum that includes some relevant domains (academic, career, and social/emotional). ➢ Demonstrates partial understanding of theory and research regarding human development, student learning, and positive outcomes (academic, career and social/emotional development). ➢ Conducts a small group with fifth-grade girls. Students are selected by ability to attend the group during scheduled time, no data is collected pre- or post-group, and SC does not have evidence-based curriculum or lesson plans during small group sessions.	➢ Develops comprehensive services based upon sound knowledge of developmental, learning, social justice, multi-cultural, counseling and career theory, and evidence-based practices. ➢ An elementary SC advocates for district-wide implementation of the Second Step Program. SC aligns Second Step goals with Common Core Curriculum, and ASCA National model competencies and domains (academic, career, and social/emotional) ➢ Applies theories and research about human development and student learning within counseling programs and services.	➢ Develops comprehensive services based upon extensive knowledge of developmental, learning, social justice, multi-cultural, counseling and career theory, and evidence-based practices. ➢ Designs, implements, and disseminates a developmental standards-based curriculum that comprehensively addresses student needs through consistent use of all three domains (academic, career, and social/emotional). ➢ Works collaboratively with other disciplines to implement and evaluate evidence-based practices and build capacity of individuals and the system. ➢ Uses social justice theory to develop an anger management group with tenth-grade males with high numbers of office disciplinary referrals. Provides evidence that office disciplinary referrals (also suspensions and detentions) are reduced by 40% after the group's implementation.

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Component	Failing	Needs Improvement	Proficient	Distinguished
1b: Demonstrating Knowledge of Child and Adolescent Development	➢ Demonstrates little/no knowledge of child and adolescent development.	➢ Demonstrates some knowledge of child and adolescent development. Is learning to develop services that are differentiated and developmentally appropriate.	➢ Demonstrates adequate knowledge of child and adolescent development and provides services that are differentiated and developmentally appropriate.	➢ Demonstrates extensive knowledge of child and adolescent development and provides comprehensive services that are highly customized and developmentally appropriate, using a continuum of evidence-based methodologies.
Evidence/Examples	➢ Is unable to respond when asked a question about typical second-grade development, skills, and interests. ➢ Uses strategies and materials that are too difficult for a kindergarten student with behavioral difficulties to understand. ➢ Prepares the same career lesson on college preparedness for all students in grades 9-12.	➢ Is able to discuss some examples and how services align with examples when asked a question about typical second grade development, skills, and interests. ➢ Identifies some effective strategies and developmentally appropriate social skills activities for use with a kindergarten student who has significant behavioral difficulties. ➢ Develops Check and Connect for four second-grade students, but does not include pre- or post-intervention data collection strategies or strategies to share progress with parents, teachers, or other stakeholders.	➢ Is able to discuss a variety of examples and how services align with examples when asked a question about typical second-grade development, skills, and interests. ➢ Identifies many effective strategies and developmentally appropriate social skills activities for use with a kindergarten student who has significant behavioral difficulties. ➢ Utilizes RtII universal behavior screening data to assign students to middle school Skillstreaming (Skillstreaming the adolescent) group in Classroom Survival Skills for eight week, 30-minute sessions. Measures pre- and post-outcome data (missing assignments, disciplinary referrals, academic performance), and utilizes student perception data on skill progress.	➢ During an interdisciplinary team meeting, is able to discuss the needs of a subset of the second-grade class and developmentally appropriate, effective strategies that may be used across core and supplemental providers to enhance behavioral outcomes. ➢ Reviews standardized and state test results, diagnostic test results, and report cards for a group of 9th graders who are at-risk for drop-out and discusses and advocates for evidence-based interventions (ALAS, Job Corps) with an interdisciplinary school improvement team. ➢ Utilizes SWPBS data to determine need for school-wide evidence-based program to address tier one interventions. Upon research, SC advocates, supports, and assists with school-wide implementation of the Responsive Classroom in the building.

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Component	Failing	Needs Improvement	Proficient	Distinguished
1c: Setting Instructional Outcomes and Goals for Comprehensive School Counseling Services	➢ Sets goals for the school counseling program that do not focus on the academic, career, and social/emotional development of students; lack relevance and rigor; are not measurable; are not data driven; and are not aligned with the needs of the population and system goals.	➢ Sets goals for the school counseling program that sometimes focus on the academic, career, and social/emotional development of students; are characterized by increasing relevance and rigor; are measurable; are marginally data driven; and are partially aligned with the needs of the population and system goals.	➢ Sets goals for the school counseling program that focus on the academic, career, and social/emotional development of students; are characterized by relevance and rigor; are measureable; are generally data driven; and are aligned with the needs of the population and system goals.	➢ Based on the gathering, assessment, and analysis of data, sets goals for the school counseling program that are reviewed, modified, and evaluated by both the school's interdisciplinary team and the school counseling program advisory council. Initiates program review for relevance and rigor, measurability, and coherence/alignment with the needs of the population and system goals. Uses program outcomes to continuously evaluate and improve school counseling service delivery that focuses on the academic, career, and social/emotional development of students.
Evidence/Examples	➢ Does not analyze data to assess student needs and does not evaluate outcomes. ➢ Is a member of the bullying prevention committee, but is not aware of behavioral incidences related to bullying, the skills students need to acquire, or how to measure the impact. ➢ Utilizes a non-evidence based bully prevention program that does not align with district or school goals because the publisher offers complimentary materials.	➢ Sometimes analyzes data to assess student needs and evaluate outcomes. ➢ Asks students if they "feel better" following their participation in a divorce counseling program. ➢ Is a member of the bullying-prevention committee and discusses the incidences that he/she is aware of but is not familiar with evidence-based violence prevention strategies or programs. ➢ Uses Olweus Bullying Prevention data and focuses on bully prevention lessons with all 6th-grade students instead of focusing on 8th-grade females as the data indicates.	➢ Uses a continuum of reliable and valid data sources to evaluate the relevance and quality of services. ➢ Conducts pre-post surveys to determine the impact of social skills training sessions. ➢ Reviews pre and post discipline, teacher rating, student grades, and attendance data to determine the impact of a school-wide positive behavior support initiative. ➢ Identifies needs of school population, sets goals to meet those needs, and delivers evidence-based interventions that address the needs. ➢ Annually analyzes data from multiple sources to determine the impact of the school counseling program on the students and school. ➢ Creates data-driven goals and strategies that align with the school improvement plans.	➢ Shares program evaluation results with stakeholders and solicits input to further hone services and outcomes. ➢ As a member of the school improvement committee, gathers and shares the research related to drop-out prevention and pre and post discipline, teacher rating, student grades and attendance data to determine the impact of current efforts. ➢ A middle school SC recognizes need for universal note-taking system after assessing standardized writing skills and participation in grade-level team meetings. Gathers information and prepares strategies to adopt The Cornell note-taking system as a school-wide and/or district-wide offering.

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Component	Failing	Needs Improvement	Proficient	Distinguished
1d: Demonstrating Knowledge of Resources	➤ Demonstrates limited knowledge of evidence-based and/or high-quality informational and programmatic resources, as well as multidisciplinary and community resources. ➤ There is no evidence that the SC is expanding his/her knowledge of resources.	➤ Demonstrates some knowledge of evidence-based and/or high-quality informational and programmatic resources, as well as multidisciplinary and community resources. ➤ Evidences some expansion of his/her knowledge of resources.	➤ Demonstrates adequate knowledge of evidence-based and/or high-quality informational and programmatic resources, as well as multidisciplinary and community resources. ➤ Evidences continuing expansion of his/her knowledge of resources.	➤ Demonstrates extensive knowledge of evidence-based and/or high-quality informational and programmatic resources as well as local, state, and national resources. Actively researches, utilizes, and collaborates with other stakeholders to build capacity.
Evidence/Examples	➤ Relies on one or two resources to remedy all issues. ➤ Has limited/no knowledge of local community mental health resources and as a result does not refer students and families for needed services. ➤ Does not have knowledge of websites that address evidence-based practices. ➤ Refers a high school student to a Christian counseling center because the counselor has a friend who works there. ➤ Is not a member of local, state, or national organizations and does not remain current on literature and best practice regarding school counseling.	➤ Has an ongoing relationship with one professional association that she uses as needed. ➤ Has limited knowledge of local community mental health centers that provide counseling services for divorced/separated families. ➤ Is working to establish a partnership with the community library to expand the list of books related to adolescent depression that are accessible to high school students.	➤ Gathers and shares nationally acclaimed stories and activities related to bullying prevention with a third-grade team to consider for use across classrooms. ➤ Invites representatives from three partial hospitalization programs to discuss their services and a way to partner more effectively with the school. ➤ Shares knowledge of local behavioral health services and provides contact names to a family in "separation." ➤ Has a working relationship with personnel from community agencies and is able to connect students and families to their services.	➤ Models how to implement Cognitive Behavior Therapy (CBT) technique with students who have self-control issues and monitors student response to the treatment across implementers and settings. ➤ Seeks out professional development opportunities on School-wide Positive Behavior Support (SWPBS) and brings ideas about implementation back to district, offering to provide in-service training for teachers and other stakeholders.

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Component	Failing	Needs Improvement	Proficient	Distinguished
1e: Designing Coherent Service Delivery and School Counseling Program	➢ Designs school counseling program that is comprised of unrelated activities and services that lack efficacy and meaning for the population. ➢ Designs program and services that do not appear to be integrated with other services and/or aligned with the needs of the population, ASCA National Model, and PDE guidelines.	➢ Designs school counseling program that is comprised of some related activities and services that have efficacy and meaning for the population. ➢ Designs program and services that are partially integrated with other services and aligned with the needs of the population, ASCA National Model, and PDE guidelines.	➢ Designs school counseling program that is comprised of related activities and services that have efficacy and meaning for the population. ➢ Designs program and services that are integrated with other services and aligned with the needs of the population, ASCA National Model, and PDE guidelines.	➢ Designs school counseling program that is comprised of highly related activities and effective services that are equitable and accessible to the population. ➢ Designs program and services that are annually reviewed to ensure continued alignment with ASCA National Model and PDE guidelines to maximize positive outcomes for all students.
Evidence/Examples	➢ Asks, "Career Education and Work (CEW) Standards… what are they?" ➢ Spends a disproportionate amount of time providing services to one grade level.	➢ Knows the CEW standards but says he/she does not have time to implement them. ➢ Attempts to allocate service time in an equitable manner across grade levels but efforts are inconsistent.	➢ Develops and implements lessons based on the CEW standards. ➢ Provides equitable coverage to all grade levels based upon teacher and student feedback.	➢ Identifies significant career development needs and works with colleagues to develop a career guidance curriculum and/or program based in the Missouri model. ➢ Takes the lead on planning for an advisory program that focuses on career planning and ensures that every student has a significant adult with whom to relate. ➢ Collaborates with the curriculum coordinator and faculty to design a comprehensive plan for delivering the PA Academic Standards for Career Education and Work.

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Component	Failing	Needs Improvement	Proficient	Distinguished
1f: Designing, Implementing and/or Utilizing Student Assessments	➢ Does not design, conduct or utilize assessment in planning and or evaluating the service delivery.	➢ Conducts/uses some assessment but does not consistently use assessment results to plan or evaluate service delivery.	➢ Consistently conducts and utilizes assessment and matches assessment results to student needs and service delivery.	➢ Conducts reliable and valid assessments and is consistently able to make meaningful contributions to data-analysis teams, make accurate interpretation of student needs, and inform the content and process associated with effective and efficient service delivery and programming.
Evidence/Examples	➢ Does not assist with record reviews, group assessment, data analysis, or intervention matching for a group of students who are experiencing significant difficulties in reading. ➢ Does not assist with systematic universal screening for students with behavioral disorders or work to establish tiered supports that match their needs. ➢ Is unaware of the career assessments required by the PA Academic Standards for Career Education and Work.	➢ Offers some assistance with record reviews, group assessment, data analysis, or intervention matching for a group of students who are experiencing significant difficulties in reading. ➢ Provides some assistance with systematic universal screening for students with behavioral disorders and works to establish tiered supports that match their needs. ➢ Administers career interest inventories to second graders, provides them with the results, but does not follow through with explanations to students and/or parents.	➢ Offers adequate assistance with record reviews, group assessment, data analysis, or intervention matching for a group of students who are experiencing significant difficulties in reading. ➢ Provides adequate assistance with systematic universal screening for students with behavioral disorders and works to establish tiered supports that match their needs. ➢ Ensures that every student in eighth-grade has developed an individualized career planning portfolio that includes as a minimum: achievements, awards and recognitions, career exploration results, career plans, community service involvement/projects, interests/hobbies, personal career goals, selected school work, and self-inventories.	➢ Offers extensive assistance with record reviews, group assessment, data analysis, or intervention matching for a group of students who are experiencing significant difficulties in reading. ➢ Provides extensive assistance with systematic universal screening for students with behavioral disorders and works to establish tiered supports that match their needs. ➢ Identifies inequity in school-wide practice of offering PSAT testing to students taking only advanced courses. Provides research evidence and data to support opening the testing group to a larger capacity resulting in system change and allowing a wider network of students the opportunity.

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Domain 2: The Environment				
Component	**Failing**	**Needs Improvement**	**Proficient**	**Distinguished**
2a: Creating an Environment of Respect and Rapport	➢ Demonstrates patterns of interactions with SCs and students that are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental need.	➢ Demonstrates patterns of interactions with SCs and students that are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. There is little evidence of collaboration with colleagues.	➢ Demonstrates patterns of interactions that are appropriate to the ages, culture, and developmental levels of the students. Collaborates with colleagues and other stakeholders to develop programs and policies that foster a school climate of respect.	➢ Has interactions among the SCs, colleagues, and individual students that are highly respectful, reflecting genuine warmth, care, concern, and sensitivity to students as individuals. ➢ Models respect and rapport for his/her colleagues and the students and leads in the development of policies and programs that promote equity, access, and inclusion for all students.
Evidence/Examples	➢ Does not know or call students by name. ➢ Does not appear to use or model active listening skills with students. ➢ Does not establish a collaborative environment that promotes exploration of individual differences.	➢ Knows some students by name. ➢ Attempts to model active listening skills with students and has inconsistent results and student response. ➢ Attempts to create a collaborative and positive environment but does not fully understand developmental levels.	➢ Reaches out to a family of a student with selective mutism to learn more about the student. ➢ Makes an effort to mentor a student who is practicing self-control skills. ➢ Interacts with students and knows significant interests of students. ➢ Uses Solution-focused counseling to assist an over-stressed student organize his/her time, and shares this information with students' teachers with permission. ➢ Provides culturally responsive activities.	➢ Develops an annual recognition program that celebrates varied achievements of students and engages parents and teachers in the recognition. ➢ Ensures parents and teachers to feel comfortable coming to him/her for assistance with their children/students.

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Component	Failing	Needs Improvement	Proficient	Distinguished
2b: Supporting a Culture for Positive Mental Health and Learning	➢ Does not collaborate with stakeholders to foster a school climate that promotes a culture for learning.	➢ Occasionally collaborates with stakeholders to foster a school climate that promotes a culture for learning.	➢ Consistently collaborates with stakeholders to foster a school climate that promotes a culture for learning.	➢ Has a high degree of engagement with stakeholders, with particular emphasis on students, to foster a school climate that promotes a culture for learning.
Evidence/ Examples	➢ Conveys a negative attitude toward a bullying-prevention program. ➢ Does not set annual school counseling goals. ➢ Exhibits negative attitude towards communicating goals or data with stakeholders.	➢ Occasionally provides activities or strategies to help students prepare for, participate in, and succeed in rigorous academic programs. ➢ Conveys that bullying prevention is important but with little conviction and student buy-in is limited. ➢ Implements random counseling activities with student with no connection to program goals. ➢ Does not communicate goals or data with stakeholders. ➢ Reactively helps student set goals once problems arise. Appears to be only going through the motions. ➢ Conveys that student success is the result of natural ability rather than hard work. High expectations for learning are reserved for those students thought to have a natural aptitude for learning.	➢ Provides classroom activities, group counseling, and individual sessions that promote equity and access to rigorous academic programs. ➢ Conveys genuine enthusiasm for Olweus bullying-prevention program and students convey commitment to the school-wide program. ➢ Proactively helps students learn from goal setting process. ➢ Assists some students in monitoring college/career process. ➢ Identifies a group of high school students with disabilities at risk for class failing. Works closely with students, parents, classroom teachers, and special education teachers to provide support and ensure students are receiving available resources and advocates for implementation of empirically based reading interventions. ➢ Models and teaches stakeholders behaviors that lead to positive, nurturing relationships.	➢ Ensures that students value the importance of the bullying prevention program, evidenced by active participation, curiosity, and taking initiative. ➢ Gathers pre and post data on the attendance, grades, discipline referrals, and suspensions of program participants to determine program impact. ➢ Creates annual agreement with building Principal, Advisory Council, and other stakeholders to share systems-oriented counseling program goals and monitor progress towards goals quarterly. Revises and changes goals as needed.

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Component	Failing	Needs Improvement	Proficient	Distinguished
2c: Managing Procedures	➢ Uses routines and procedures that are either nonexistent or inefficient, resulting in the loss of time.	➢ Uses routines and procedures that have been established but function unevenly or inconsistently, with some loss of time.	➢ Uses routines and procedures that have been established and function efficiently for the most part, with little loss of time.	➢ Uses routines and procedures that are seamless in their operation, and students assume considerable responsibility for their effective functioning.
Evidence/Examples	➢ Fails to develop and/or circulate clear operational schedules. ➢ Does not engage students in classroom guidance lessons. ➢ Does not follow district protocols for dealing with crises.	➢ Occasionally develops and/or circulates operational schedules. ➢ Engages some students in the classroom guidance lessons. ➢ Is familiar with the district policy for dealing with crises but is inconsistent in following the guidelines.	➢ Is cognizant and respectful of staff time, by sharing schedules and changes in a timely manner. ➢ Ensures classroom guidance is well organized and most students are productively engaged while SC works with other students. ➢ Develops and distributes a monthly newsletter to relay important information to parents and other stakeholders. ➢ Is able to access materials and resources when called upon. ➢ Uses data from RtII behavior screening to prioritize student need for tier two and three intervention and outside agency referrals. ➢ Follows district protocols and policies related to suicide threats.	➢ Communicates operational schedules to stakeholders through daily, weekly, monthly, and annual schedules and calendars shared through a variety of media and multiple venues. ➢ Ensures classroom guidance is well organized, students assume responsibility for productivity, and students are actively engaged at all times. ➢ Develops and conducts monthly "coffee with the counselor" discussions to relay information and receive feedback from parents and community members. ➢ Anticipates student need based on data gathering and disseminates materials and resources proactively in conjunction with school-wide activities and mailings. ➢ Serves on the annual review committee that assesses and updates the protocols and policies related to crisis intervention.

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Component	Failing	Needs Improvement	Proficient	Distinguished
2d: Managing Student Behavior	➢ Demonstrates little/no knowledge of management techniques appropriate for various situations. Responds to student's misbehavior in a manner that is repressive or disrespectful.	➢ Demonstrates partial awareness of management techniques and makes attempts to use these techniques in various situations. ➢ Inconsistently implements the standards of conduct.	➢ Demonstrates a firm foundation in management techniques and employs these techniques appropriately to manage behaviors in various situations. ➢ Responds to student misbehavior in a manner that is consistent, proportionate, respectful to students, and effective.	➢ Demonstrates a high level of understanding of management techniques and extreme competency in managing behaviors in various situations. There is evidence of student participation in setting expectations and monitoring behavior. ➢ Monitors student behavior in a manner that is subtle and preventive, and responds to student misbehavior in a manner that is sensitive to individual student needs and respects students' dignity.
Evidence/Examples	➢ During an in-class lesson, fails to stop misbehavior, instead sitting down at the desk and reading the news on the computer. ➢ Students are running around the room, resulting in chaos.	➢ Focuses on a small subgroup of students to enforce management techniques, ignoring the same behavior in others. ➢ Classroom rules are posted, but neither counselor nor students refer to them.	➢ Asks for student participation during classroom presentations, and students respond positively. ➢ Recommends use of positive behavior support strategy with student who exhibits motivational difficulties and monitors the student's response. ➢ Using Crisis Prevention Intervention (CPI), is able to effectively de-escalate a student who is acting out physically by using calming words and an even tone of voice.	➢ Effectively utilizes a nonverbal communication system to elicit communication, and then quiet, during a classroom presentation. ➢ Advocates for school-wide positive behavior support (SWPBS) and universal rules and expectations with students and staff. Acts as lead for SWPBS team, in conjunction with Building Principal and other stakeholders.

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Component	Failing	Needs Improvement	Proficient	Distinguished
2e: Organizing Physical Space	➢ Makes poor use of the physical environment, resulting in unsafe or inaccessible conditions, or a serious mismatch between the physical space and counseling activities.	➢ Ensures the physical environment is safe and essential learning is accessible to all, but the physical space only partially supports activities.	➢ Ensures the physical environment is safe and contributes to ensuring that the physical environment supports the counseling activities.	➢ Ensures the physical environment is safe and learning is accessible to all; uses physical resources well and ensures that the physical space supports the counseling activities.
Evidence/Examples	➢ Does not arrange furniture to support activities. Runs a group from behind a desk. ➢ Keeps office disorganized and cluttered.	➢ Arranges furniture to support activities, but while the physical environment is not an impediment, it does not enhance the activity.	➢ Arranges office and/or classroom to support and enhance the school counseling program activities. ➢ Offers evidence-based and effective strategies upon request.	➢ Arranges the physical environment to thoroughly support learning. ➢ Models behavior for creating a safe and effective environment such that students then take initiative and arrange chairs side-by-side for a peer mediation session. ➢ Is viewed as a resource for organizing physical space to enhance climate and student safety and belonging. ➢ Provides in-service and resources on reducing environmental distractions for students who are off-task.

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Domain 3: Service Delivery/Delivery System

Component	Failing	Needs Improvement	Proficient	Distinguished
3a: Communicating Clearly and Accurately	➢ Demonstrates oral and written communication that contains errors or is unclear or inappropriate.	➢ Demonstrates oral and written communication that does not contain errors, but may not be completely appropriate or may require further explanations to avoid confusion.	➢ Communicates clearly and accurately to students both orally and in writing.	➢ Uses varied and innovative methods to communicate with students. Oral and written communication is clear and expressive, anticipating possible misconceptions. ➢ Demonstrates effective oral and written communication skills, resulting in community-building, enhancement, and trust in school counseling services.
Evidence/Examples	➢ Displays poor use of individual counseling skills and there is inadequate student response. ➢ Uses advanced terminology and reading materials that are above the recognized reading level of second graders. ➢ Reviews an 8th-grade student's available achievement and ability data and informs the student that he or she should not plan to go to college.	➢ Demonstrates that individual counseling skills are evolving but result in inconsistent student response. ➢ Administers a Holland Code inventory with 10th-grade students, but does not review outcome or explain results to students. ➢ Fails to engage students in a dialogue regarding the classroom lesson at hand.	➢ Demonstrates that individual counseling skills are effective in encouraging student response. ➢ Utilizes Skillstreaming, the Elementary School Child social skills training, communicates session goals and skills to students at the beginning of six weekly sessions, and assesses student response to intervention with communication with students. ➢ Student uses bibliotherapy to assist an elementary-aged student with anxiety issues. ➢ Utilizes process and perception data to streamline yearly goals and lesson plans specific to bully prevention, using Olweus Bully Prevention Program.	➢ Utilizes reality therapy techniques, which are highly effective in encouraging student response and result in student knowledge and self-discovery as evidenced by student self-assessment and increased student attendance and academic achievement. ➢ Utilizes a Kuder explore lesson in grade 5, collaborates with librarian and technology instructor to allow students to explore and research a career of their choosing, and facilitates student career research presentations with students, teachers, and parents in attendance. ➢ Creates a website or wiki to share both current and upcoming events, activities, and recommended tasks that are age- and developmentally appropriate for students.

Component	Failing	Needs Improvement	Proficient	Distinguished
3b: Using Questioning and Discussion Techniques	➢ Does not utilize evidence-based and best practice strategies for individual and group counseling or classroom guidance activities. ➢ Asks questions that are of poor quality and lack accuracy, clarity, and/or substantive content. ➢ Does not give students time to think before responding.	➢ Inconsistently utilizes evidence-based and best practice strategies for individual and group counseling as well as classroom guidance activities. ➢ Asks questions that are of adequate quality and invite inconsistent response patterns. ➢ Allows time for students to think before responding. ➢ Uses some discussion techniques.	➢ Uses evidence-based and best practice strategies for individual and group counseling as well as classroom guidance activities. ➢ Asks questions that are high quality and characterized by accuracy, clarity, and substantive content. ➢ Provides adequate time for students to think before responding.	➢ Uses varied evidence-based and best practice strategies for individual and group counseling as well as classroom guidance activities to best meet the needs of the individual or group receiving the intervention. ➢ Asks questions and uses discussion techniques that are of uniformly high quality. ➢ Provides adequate time for students to think before responding. ➢ Ensures that students are actively engaged, and when appropriate, formulates questions related to the content.
Evidence/Examples	➢ During a classroom guidance lesson, remains in 1:1 discussion with a student about student's career interest in video game development. ➢ During a small group counseling session on promoting a positive self-identity, addresses a question to one student, but quickly moves onto another student when the first fails to respond immediately.	➢ During a school counseling curriculum lesson on test-taking skills, calls on one student during majority of the lesson, without eliciting responses from other students. ➢ Conducts individual counseling with a student who recently had a parent die, and uses closed questions (e.g., When did it happen, Are you sad?), instead of asking open-ended questions (e.g., How are you feeling today?).	➢ Utilizes think/pair/share strategy to engage students to participate in discussion about career interest inventories during curriculum lessons. ➢ Knowing use of FM system is in a child's IEP, SC wears the system during a school counseling curriculum lesson in the student's classroom to ensure the student receives the information.	➢ Ensures that every student is engaged by creating teams/subgroups within the class, each with a student leader who is charged with gaining feedback from each member of the team/group. ➢ Collaborates with the classroom teacher to create cooperative learning groups that meet student learning styles while preparing for a school counseling curriculum activity. These cooperative groups work together to formulate and present a response to task/question. ➢ When facilitating student-advisory groups about learning styles, students demonstrate an understanding of the material by creating their own personal study plan that represents their style of learning.

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Component	Failing	Needs Improvement	Proficient	Distinguished
3c: Engaging Students in Learning and Development	➢ Engages in a relationship with students but the nature of the relationship or purpose is not clearly defined. ➢ Meets too frequently or not enough with students.	➢ Engages in a relationship with students and the nature of the relationship or purpose is usually clear to students. ➢ Attempts to meet with students at a rate that is consistent with their needs but this is not always successful or consistent.	➢ Engages in a relationship with students that promotes their academic, career, and social/emotional development. ➢ Provides equitable services to students and "triages" effectively. ➢ Develops and conducts activities that assist students in developing their educational and career goals.	➢ Regularly utilizes a continuum of evidenced-based strategies for engaging students in SC services that are appropriately matched to their academic, career, and/or social/emotional needs. ➢ Invites students to self-reflect on growth and progress.
Evidence/Examples	➢ Does not initiate, analyze, or evaluate scenarios for role plays that are authentic to students' lives. ➢ Does not engage the students in conversations about setting future goals. ➢ Does not allow a sensory break for a student with autism who is struggling to stay engaged. ➢ Refuses to meet with a child after behavior incident.	➢ Uses role play scenarios that are not necessarily pertinent to the students or their concerns. ➢ Sometimes engages students in conversations on future goals but does not take measures to help them reach those goals. ➢ Recognizes that sensory breaks are good for a student with autism. ➢ Meets with student who has behavior concerns as the teacher alerts him/her.	➢ Advocates for adequate time for direct and indirect counseling services at the school. ➢ Creates role play scenarios pertinent to the student concerns and, when appropriate, repeats the role play to illustrate alternate solutions/responses. ➢ Engages all students in systematic, developmentally appropriate goal-setting activities to determine future plans using computer-based career exploration programs. ➢ Recognizes that a student with autism needs a sensory break in order to stay engaged during instruction and provides break as needed and indicated in child's IEP. ➢ Regularly meets with a fifth-grade male who is identified as a student requiring tier two behavior interventions for anger management. Monitors progress and utilizes Cognitive Behavior Therapy interventions to assist the student in reaching goals.	➢ Students suggest/develop role play scenarios. ➢ Provides guest speakers, career shadowing, college tours, and other programming to provide personalized opportunities for students to set future goals specific to his/her strengths and areas of interest. Students design their own job shadowing experiences and voluntarily share the planning and results with the SC. ➢ While using Reality Therapy, works with a student who has autism on strategies for goal setting that align with his/ her learning needs. Notes that the student is more engaged after receiving a sensory break. ➢ Utilizes the Behavior Education Program with a third-grade female with a high amount of office disciplinary and bus referrals. The student checks in and receives feedback daily for positive behavior. SC monitors progress and shares monthly with parents, teachers, students, and other vested stakeholders.

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Component	Failing	Needs Improvement	Proficient	Distinguished
3d: Using Assessment in Delivery of Academic, Career and Personal Social Development Services	➢ Conducts little/no assessment or monitoring of student learning and progress.	➢ Inconsistently uses assessment to support student learning and progress.	➢ Ensures that students are aware of the goals that have been established and the criteria for determining whether progress has been made.	➢ Develops, in conjunction with students, the goals and criteria for determining whether progress has been made.
Evidence/Examples	➢ Does not empower a student who is working on self-control issues with knowledge of how to measure whether the new strategies were successful. ➢ Provides no feedback or feedback of poor quality. ➢ Students do not appear to be aware of the assessment criteria for determining whether progress has been made.	➢ Provides general feedback to students. ➢ Students are only partially aware of the assessment criteria used to evaluate their progress. ➢ Disregards academic and national assessments in student course planning.	➢ Uses student assessment data to advocate for enhanced rigor in course selection. ➢ Uses evidence-based assessments to assist students in making connections between their personal interests and abilities and the curriculum. ➢ Is aware that there are some students who need extra time on a test and tries to accommodate the need.	➢ Implements and/or assists the school staff in implementing instructional and other strategies to make connections between their personal interests and abilities and the curriculum. ➢ Recognizes that a 10th-grade female student needs extra time on her test, and arranges for a room for her to use. Advocates for student in other school setting to receive the same level of accommodations to meet her needs. ➢ Ensures students self-assess and monitor their progress, and contributes to the development of new goals when they are ready.

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Component	Failing	Needs Improvement	Proficient	Distinguished
3e: Demonstrating Flexibility and Responsiveness	➢ Adheres to the direct and indirect service delivery plan, even when the data indicates a change is warranted in order to improve outcomes.	➢ Accepts responsibility for the quality of direct and indirect service delivery outcomes but has only a limited repertoire of strategies to use to improve them.	➢ Uses data to promote the successful goal achievement of all students and makes adjustments as needed to direct and indirect service delivery plans.	➢ Actively solicits the feedback from all stakeholders to inform continuous improvement efforts and related outcomes as a function of SC direct and indirect service delivery plans.
Evidence/Examples	➢ Does not utilize district approved crisis prevention techniques with a first grader who is screaming, even though the counselor is trained. ➢ Communicates to a student that the reason they are failing is because they are lazy. ➢ Is not knowledgeable about at-risk factors for school dropout. ➢ Does not believe that the school counseling program needs to address the academic, career, and social/emotional needs of all students and, to that end, delivers primarily responsive services in the social/emotional domain.	➢ Accepts responsibility for using an inappropriate technique with a student who was screaming but does not research more effective techniques or consult with other experts in this area. ➢ Communicates to a student that the reason they are failing is because they are lazy, but works to develop a home-school plan with the student's family. ➢ Is aware of at-risk factors for school dropout but does not utilize them with his/her caseload.	➢ Accepts responsibility for using a less effective technique with a student who was screaming and replaces it in a timely fashion with a more effective technique as a result of consultation with other stakeholders and review of reliable resources and research. ➢ Gathers and analyzes data to identify students at risk for dropping out of school and follows up with evidence-based strategies to address the risks. ➢ Builds on student needs, skills, and interests to incorporate 21st Century skills and content into the school counseling program.	➢ Collaborates and consults with stakeholder groups to ensure that school counseling program plans address and support students' academic, career, and social/emotional development. ➢ Convenes a meeting with the student and all relevant parties to weigh the value of making a change to a student's schedule (removal of music) in place of more academic support time due to failing grades in reading and mathematics. ➢ Looks at school-wide screening data with bully prevention statistics and office disciplinary referrals, and advocates with his/her advisory council for a change of school-wide focus from cafeteria behavior to bus behavior interventions to meet the needs of a middle school building. ➢ Identifies school-wide/system-wide policies that have potential for placing students at risk for dropping out, and works to address/change those policies.

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Domain 4: Professional Development/Professional SC Responsibilities and Ethical Standards				
Component	**Failing**	**Needs Improvement**	**Proficient**	**Distinguished**
4a: Reflecting on Professional Practice	➢ Does not reflect on practice and/or reflections are inaccurate or self-serving.	➢ Reflects on practice but is moderately accurate and objective, with global suggestions for program improvement.	➢ Reflects on practice, providing an accurate and objective description of practice and citing specific suggestions for ways to improve the school counseling program.	➢ Reflects on practice and is consistently highly accurate and insightful and demonstrates an effort to integrate evidence-based methodologies and strategies to improve practice and outcomes.
Evidence/Examples	➢ Is not interested in exploring evidence-based strategies for helping a high percentage of students who are presenting with chronic anxiety issues. ➢ Does not gather feedback from stakeholders regarding activities or the school counseling program.	➢ Acknowledges that he/she does not know a lot about how to help students with drug and alcohol problems, but does not have a plan for improving skills in this area. ➢ Gathers feedback from students regarding individual program activities but files it away without looking at it.	➢ In response to administrative feedback regarding prevention of crisis situations, consults the American School Counselor Association (ASCA) to get evidence-based resources to begin to improve his/her ability to contribute at the building and district level.	➢ As a result of conducting a needs assessment with students and faculty, determines that there is a need to improve the treatment of adolescent depression. Consults ASCA, Pennsylvania School Counselors Association (PSCA), and local resources, and chooses to utilize the SOS curriculum to address this need. ➢ Actively seeks feedback through an advisory council made up of parents, students, teachers, SCs, administrators, and community members. ➢ Advocates at the building and district level for equitable student-centered policies and procedures that positively impact student learning.

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Component	Failing	Needs Improvement	Proficient	Distinguished
4b: Maintaining Accurate And Confidential Records	➢ Is missing reports of student progress, records, and documentation, or they are late, inaccurate, resulting in confusion, and/or noncompliance with district policies and procedures.	➢ Completes reports of student progress, records, and documentation that are generally adequate, timely, and compliant with district policies and procedures.	➢ Completes reports, records, and documentation that are accurate and compliant with district policies and procedures.	➢ Uses an approach to record keeping that is highly accurate, systematic, comprehensive, compliant, and serves as a model.
Evidence/Examples	➢ Does not keep records that reflect engagement in the school counseling program delivery services. ➢ Lacks a system of record keeping, reports, and documentation, or record keeping is in such disarray so as to provide incorrect or confusing information. ➢ Leaves confidential information out in plain view.	➢ Tracks student involvement in school counseling program delivery services but does not utilize that information for intervention. ➢ Has a process for recording student progress and keeping counseling notes and records. However, it may be out-of-date. ➢ Leaves confidential student information in unlocked filing cabinet.	➢ Tracks student involvement in school counseling delivery services and uses that information in program planning and implementation. ➢ Uses a system for recording student progress, counseling notes, and records that is efficient and effective. ➢ Keeps confidential student information locked and secured at all times.	➢ Notices inconsistencies in record keeping across the district. Advocates for a more ethically consistent method for all SCs in the district. ➢ Is highly effective in adhering to the laws, rules, policies, and ethical standards related to confidentiality of student records and other information, and reviews records annually. ➢ Demonstrates a high level of awareness of the need for confidentiality related to student records and actively works to communicate and maintain confidential procedures.

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Component	Failing	Needs Improvement	Proficient	Distinguished
4c: Communicating with Stakeholders	➢ Has relationships with families that are negative, self-serving, and/or culturally insensitive. ➢ Presents little/no evidence of effective communication with families.	➢ Makes inconsistent attempts to engage families in home-school partnerships or school counseling services ➢ Inconsistently communicates with some families.	➢ Consistently establishes effective home-school partnerships. ➢ Consistently and effectively communicates with families.	➢ Is highly effective in establishing and maintaining effective home-school partnerships, which enhance student achievement. ➢ Is identified as a role model for other school counselors on how to communicate and collaborate effectively with families.
Evidence/Examples	➢ Provides little/no information to parents about the School Counseling Program. ➢ Prefers to only meet with parents in person and is unwilling to talk on the telephone or email. ➢ Does not provide information for parents regarding academic and career planning and does not involve them in the pathway/course selection process.	➢ Has a brochure that is available if parents would like it on Back-to-School night. ➢ Only contacts the family in emergency situations. ➢ Sends information home to parents regarding the high school course selection process but provides no opportunity for dialog with the parents.	➢ Researches the cultural values of a family and student who just moved to the U.S. and who are experiencing stress as a result of the transition. Engages an interpreter to assist with the meeting. ➢ High School SC annually meets individually with students and their parents to review the student's Individual Career Plan and Program of Studies, and addresses credit recovery options, if appropriate.	➢ Empowers students to create a welcome packet of information to send home to families of all new students. ➢ Posts weekly calendar on district website. ➢ Initiates survey of stakeholders to identify (and address) barriers that stand in the way of effective family and community involvement. ➢ Plans an annual program for seniors and their parents/guardians to address post-secondary transition.

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Component	Failing	Needs Improvement	Proficient	Distinguished
4d: Participating in a Professional Community	➢ Has relationships with colleagues that are limited, negative, or self-serving. ➢ Avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school and district projects.	➢ Has relationships that are cordial and fulfill the minimum required school/district duties and include limited involvement in a culture of inquiry, school events, and/or school/district projects when asked.	➢ Has relationships that are characterized by mutual support and cooperation and include active participation in a culture of inquiry, school events, and school/district projects, with SC making substantial contributions.	➢ Has relationships that are characterized by mutual support, cooperation, and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects. ➢ Demonstrates exemplary leadership and collaboration by engaging the educational community in the development of a comprehensive school counseling program.
Evidence/Examples	➢ Avoids interactions with faculty and staff. Steadfastly refuses event invitations for evening activities. ➢ Has relationships with colleagues that are characterized by negativity. ➢ Does not attend optional school district workshops. ➢ Does not attend professional development workshops offered by local, state, or national school counseling associations.	➢ Attends one local school counseling association workshop. ➢ Attends a few professional development webinars.	➢ Establishes a professional learning community (PLC) and provides updates on SC resources. ➢ Provides information/articles for a once-a-month feature in the local newspaper. ➢ Mentors and supports colleagues on issues related to counseling students.	➢ Regularly attends local, state, and national school counseling workshops and conferences. ➢ Is sought out for leadership roles in school counseling associations. ➢ Seeks opportunities to communicate and collaborate with other SCs at the local, state, and national levels to share and/or learn best practices. ➢ Presents Olweus Bully Prevention training to district faculty and staff at district in-service.

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Component	Failing	Needs Improvement	Proficient	Distinguished
4e: Growing and Developing Professionally	➤ Engages in very limited professional development activities and/or resists feedback on professional performance.	➤ Engages in professional development activities to a limited extent. ➤ Does not seek out opportunities for professional development and/or accepts feedback on professional performance with some reluctance.	➤ Consistently seeks out professional development opportunities, welcomes feedback on performance, and participates actively in assisting other SCs and the learning community.	➤ Seeks out opportunities for professional development, contributes to the professional development of other school counselors, makes a systematic effort to conduct action research, seeks out feedback, and initiates important activities to contribute to the profession. ➤ Takes a leadership role both within the learning community and the school counseling community.
Evidence/Examples	➤ Does not participate in departmental activities aimed at sharing knowledge. ➤ Does not belong to any professional organizations appropriate to his/her field and does not engage in professional development.	➤ Participates in departmental activities to a limited extent. ➤ Participates in a professional opportunity when specifically asked or required to do so. ➤ Aware of but not "conversant with" the ASCA Ethical Standards for School Counselors; Standards for Professional Conduct; and laws, policies, and procedures applicable to the SC position.	➤ Reviews annually the ASCA Ethical Standards for School Counselors. ➤ Demonstrates and upholds ASCA Ethical Standards for School Counselors; Standards for Professional Conduct; and laws, policies, and procedures applicable to the SC position. ➤ Actively shares his/her expertise with other members of the department. ➤ Attends the annual PSCA conference for SCs and/or other appropriate related conferences or workshops. ➤ Regularly engages in professional development (e.g., attends relevant conferences, webinars, courses, and in-services; reads professional journals) and incorporates new evidence-based practices and skills in his/her daily work.	➤ Takes an active leadership role in professional organizations to contribute to the school counseling profession. ➤ Presents a workshop at PSCA conference on how to collect data to show the effectiveness of an evidence-based practice. ➤ Provides professional development at the district, state, or national level. ➤ Conducts annual discussion forum on ASCA Ethical Standards for School Counselors; Standards for Professional Conduct; and laws, policies, and procedures applicable to the SC position.

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Component	Failing	Needs Improvement	Proficient	Distinguished
4f: Demonstrating Professionalism	➢ Demonstrates little/no evidence of ethical practice and professionalism, and engages in practices that are self-serving or harmful to students, parents, colleagues, and other stakeholders.	➢ Ethical and professional in serving students, parents, colleagues, and other stakeholders.	➢ Displays a high level of ethical and professional behavior in dealing with students, parents, and colleagues; and complies fully and voluntarily with professional, school, district, and state regulations and policies.	➢ Is proactive and assumes a leadership role (indeed, is seen as a role model) in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school.
Evidence/Examples	➢ Changes a grade on a student transcript without teacher knowledge/input. ➢ Does not understand the parameters of PA's Professional Standards and Practices and wonders why it is inappropriate for an educator to date a student. ➢ Reports to work in an intoxicated/impaired condition. ➢ Fails to comply with school and district regulations and timelines.	➢ Discusses a student's concerns with his teacher during dinner at a local restaurant within hearing distance of other diners. ➢ Assumes a limited role in resolving parent and/or teacher dissention. ➢ Is unable to accurately demonstrate how a student's GPA is determined. ➢ At times, attempts to serve students are limited. ➢ Complies minimally with school and district regulations, doing just enough to get by.	➢ Annually reviews the ASCA Ethical Standards for School Counselors. ➢ Demonstrates and upholds ASCA Ethical Standards for School Counselors; Standards for Professional Conduct; and laws, policies, and procedures applicable to the SC position. ➢ Provides supervision to intern and/or practicum student, being sensitive to the individual's professional development needs.	➢ Conducts annual discussion forum on ASCA Ethical Standards for School Counselors; Standards for Professional Conduct; and laws, policies, and procedures applicable to the SC position. ➢ Displays the highest levels of ethical conduct and takes a leadership role in complying with professional, school, district, and state regulations and policies.

School Counselor – June 01, 2014 "Adapted from Charlotte Danielson's 2011 Framework for Teaching."

pennsylvania
DEPARTMENT OF EDUCATION

RUBRIC ASSESSMENT: CERTIFIED SCHOOL NURSE (CSN)				
Date ☐ Self-Assessment ☐ Evaluator Assessment ☐				
Domain 1: Planning and Preparation				
Component	**Failing**	**Needs Improvement**	**Proficient**	**Distinguished**
1a: Demonstrating Knowledge of Nursing Process and Health*	➢ Demonstrates limited understanding of the nursing process and health.	➢ Demonstrates basic understanding of the nursing process and health.	➢ Demonstrates adequate understanding of the nursing process and health.	➢ Demonstrates extensive understanding of the nursing process and health.
Evidence/Examples	➢ Does not assess student upon arrival to the health room.	➢ Performs a limited, brief nursing assessment of student upon arrival to the health room.	➢ Performs a complete and appropriate nursing assessment of student upon arrival to the health room.	➢ Performs a complete, appropriate, and detailed nursing assessment of student upon arrival to the health room, including questions as to past medical history and potential contributing factors.

* Nursing process as defined by the National Association of School Nurses (NASN) is comprised of six (6) steps: Assessment, Nursing Diagnosis, Outcomes Identification, Planning, Implementation, and Evaluation.

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Component	Failing	Needs Improvement	Proficient	Distinguished
1b: Demonstrating Knowledge of Individual Health Needs	➢ Demonstrates limited understanding of individual health needs.	➢ Demonstrates basic understanding of individual health needs.	➢ Demonstrates adequate understanding of individual health needs.	➢ Demonstrates extensive understanding of individual health needs.
Evidence/Examples	➢ Does not access student's demographic data and health history to aid in physical assessment.	➢ Utilizes available student data occasionally to aid in performing a physical assessment of the student.	➢ Consistently utilizes available student information databases and health records to aid in performing a physical assessment.	➢ Consistently utilizes available student information databases and health records, and seeks input from teachers and other relevant personnel, to aid in completing a physical assessment.
1c: Identifying Appropriate Service Delivery Outcomes	➢ Unable to identify appropriate outcomes.	➢ Able to identify appropriate outcomes some of the time.	➢ Consistently identifies outcomes that are culturally appropriate and based upon both current and predicted needs.	➢ Consistently identifies outcomes that are culturally appropriate and based upon both current and predicted needs. Following consultation with relevant parties (e.g., students, parents, and educators/colleagues), systematically evaluates measurable outcomes for the purpose of improving services.
Evidence/Examples	➢ Does not communicate with parents and/or staff members, when appropriate, following a student interaction.	➢ Occasionally communicates with parents and/or staff members, when appropriate, following a student interaction.	➢ Consistently communicates in an effective manner, when appropriate, with parents and staff members following interaction with a student.	➢ Provides consistent communication with parents and staff members following each student interaction, when appropriate, and initiates follow-up communication to determine the student's status and future needs upon return to the classroom.

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Component	Failing	Needs Improvement	Proficient	Distinguished
1d: Demonstrating Knowledge of Appropriate Laws, Regulations, and Resources	➢ Demonstrates limited knowledge of appropriate laws, regulations, and resources.	➢ Demonstrates some knowledge of appropriate laws, regulations, and resources.	➢ Demonstrates adequate knowledge of appropriate laws, regulations, and resources.	➢ Demonstrates extensive knowledge of appropriate laws, regulations and resources, and uses knowledge to regularly assess the impact on services.
Evidence/Examples	➢ Does not complete the process for each mandated screening. ➢ Does not review student immunization records for compliance with state mandates.	➢ Partially completes the process for each mandated screening. ➢ Reviews student immunization records but does not follow-up with students out of compliance.	➢ Completes the process for each mandated screening. ➢ Reviews student immunization records, and follows-up periodically throughout the school year according to state guidelines.	➢ Completes the process for each mandated screening, communicates the results with teachers, as appropriate, and follows-up with referrals as needed, utilizing existing resources. ➢ Reviews student immunization records, follows-up throughout the school year according to state guidelines, and educates parents with community resources for immunization compliance.
1e: Designing Coherent Service Delivery Plans	➢ Is unable to develop plans that result in expected outcomes for the individual.	➢ Is able to develop plans to attain expected outcomes some of the time.	➢ Consistently develops plans that result in expected outcomes for individuals, including individuals with diverse medical needs.	➢ Through collaborative and evidence-based practice, develops exceptional plans that exceed the expected outcomes for a given individual.
Evidence/Examples	➢ Does not create an emergency health care plan for a student with life-threatening food allergies.	➢ Creates a basic emergency care plan for a student with life-threatening food allergies, but does not communicate the plan to the student's teacher.	➢ Creates a complete emergency care plan for a student with life-threatening food allergies and communicates the plan to the student's teacher and appropriate staff members.	➢ Creates a detailed emergency care plan for a student with life-threatening food allergies, communicates the plan to the student's teacher and appropriate staff members, and trains staff members in the use of an epinephrine auto-injector and how to recognize and respond to a life-threatening reaction.

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Component	Failing	Needs Improvement	Proficient	Distinguished
1f: Designing Outcome Evaluation	➢ Is unable to design an outcome evaluation.	➢ Demonstrates a basic understanding of how to design an outcome evaluation.	➢ Is able to design an adequate outcome evaluation.	➢ Through collaborative practice, is able to adequately design an outcome evaluation and use the results to inform and improve services.
Evidence/Examples	➢ Does not create an individual health plan for a student returning to school with special mobility needs.	➢ Creates a mobility plan for a student returning to school, but does not communicate the plan with the student's teacher.	➢ Creates an individual health plan for mobility and communicates the plan with the student's teacher and other staff members.	➢ Incorporates an evaluation tool to determine if an individual health plan for mobility is functional. Assesses results of evaluation tool and modifies individual health care plan as needed. Communicates the plan to the student's teacher(s), appropriate staff member(s), and student's parent/guardian.

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Domain 2: The Environment				
Component	**Failing**	**Needs Improvement**	**Proficient**	**Distinguished**
2a: Creating an Environment of Respect and Rapport	➢ Often has negative or inappropriate interactions with members of the school community.*	➢ Has adequate interactions with members of the school community.	➢ Has positive and respectful interactions with members of the school community.	➢ Is sought out by members of the school community based upon the establishment of respectful, collaborative, and trusting relationships.
Evidence/Examples	➢ Does not maintain confidentiality. ➢ Makes inappropriate remarks during meetings with school community. ➢ Communicates in a negative manner through email correspondence to members of the school community. ➢ Speaks to students in a condescending manner. ➢ Is not sensitive to the cultural and socioeconomic challenges of community members.	➢ Compromises confidentiality at times. ➢ Occasionally causes conflict with school community members. ➢ Typically has appropriate interactions with school community. ➢ Is sensitive to the cultural and socioeconomic characteristics of the school community.	➢ Is professional and respectful when working with the school community. ➢ Builds a supportive and caring rapport with school community. ➢ Intervenes for those of the school community with cultural and socioeconomic challenges. ➢ Consistently has appropriate and positive correspondence (email, verbal).	➢ Is sought out by members of the school community because of trusting and caring relationship. ➢ Uses respectful, supportive, and knowledgeable communications as evidenced by positive feedback to administration from the school community. ➢ Actively provides resources for those with cultural and socioeconomic challenges.
2b: Establishing a Culture for Health and Wellness	➢ Does not contribute to the establishment of a culture for health and wellness. ➢ Is not sensitive to the developmental, cultural, and socioeconomic characteristics of the school community.	➢ Makes some contributions toward the establishment of a culture for health and wellness. ➢ Shows some sensitivity to the developmental, cultural, and socioeconomic characteristics of the school community.	➢ Makes meaningful contributions toward the establishment of a culture for health and wellness. ➢ Demonstrates sensitivity to the developmental, cultural, and socioeconomic needs of the school community.	➢ Makes significant contributions toward the establishment of a culture for health and wellness via leadership and collaboration with members of the school community. ➢ Demonstrates sensitivity to the developmental, cultural, and socioeconomic needs of the community.
Evidence/Examples	➢ Does not participate in health initiatives.	➢ Occasionally participates in health initiatives. ➢ Recognizes health care needs of students but does not intervene with possible solutions.	➢ Consistently participates in health initiatives. ➢ Serves on school committees such as School Wellness Committee and School Safety Committee. ➢ Provides resources to the school community regarding health and wellness issues. ➢ Is aware of specific health issues within the school community.	➢ Organizes programs such as Holiday Sharing, Immunization Clinics, Health Fairs, and Blood Drives. ➢ Participates in district policy development. ➢ Aids in accessing health care, reduced/free breakfast/lunch, and other resources for students, as needed.

* The definition of School Community as defined by National Association of School Nurses (NASN) includes the personnel and facilities of the school and the surrounding neighborhood of people.

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Component	Failing	Needs Improvement	Proficient	Distinguished
2c: Following Health Protocols and Procedures	➢ Does not follow health protocols and procedures.	➢ Inconsistently follows health protocols and procedures. ➢ Usually keeps documentation of all nursing care given to student(s) and member(s) of the school community, but lacks consistency and clarity in record-keeping.	➢ Follows health protocols and procedures. ➢ Consistently documents all nursing care given to student(s) and member(s) of the school community and these records are usually complete and clear.	➢ Follows health protocols and procedures and uses effective problem-solving skills in unique situations. ➢ Consistently documents, in a complete and clear manner, all nursing care given to student(s) and member(s) of the school community.
Evidence/Examples	➢ Does not follow school district policy and procedure/department standing orders. ➢ Has absent or incomplete documentation.	➢ Is aware of and generally follows school district policy and procedure/department standing orders. ➢ Has inconsistent documentation.	➢ Consistently follows school district policy and procedure/department standing orders. ➢ Has consistent and adequate documentation.	➢ Contributes to the development of district policy and procedure/department standing orders related to health and wellness. ➢ Has complete documentation with follow-up as needed and shares with appropriate school staff as necessary for student success.
2d: Promoting a Safe and Healthy Environment	➢ Does not promote a safe and healthy environment.	➢ Makes some attempts to promote a safe and healthy environment.	➢ Consistently promotes a safe and healthy environment.	➢ Consistently engages others in the effective promotion of a safe and healthy environment that is guided by the use of research-based strategies and recommendations.
Evidence/Examples	➢ Does not contact Department of Health for suspected outbreak of chicken pox. ➢ Does not maintain medications in a locked location. Exception: emergency medications such as asthma inhalers and epinephrine auto-injectors.	➢ Delays contacting Department of Health for suspected outbreak of chicken pox. ➢ Has a secure medication location but does not keep locked. Exception: emergency medications such as asthma inhalers and epinephrine auto-injectors.	➢ Contacts Department of Health for suspected outbreak of chicken pox in a timely manner. ➢ Maintains medication in a secure, locked location. Exception: emergency medications such as asthma inhalers and epinephrine auto-injectors.	➢ Contacts Department of Health for suspected outbreak of chicken pox. Provides education to school administration, staff, and families on disease process, precautions, treatment, and follow-up. ➢ Ensures that medication is in a secure, locked location. Exception: emergency medications such as asthma inhalers and epinephrine auto-injectors. Maintains logs of inventory. Follows recommendations outlined in PA Department of Health Medication Guidelines.

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Component	Failing	Needs Improvement	Proficient	Distinguished
2e: Organizing Physical Space	➢ The physical environment is unsafe.	➢ The physical environment is usually safe, organized, and accessible.	➢ The physical environment is consistently safe, organized, and accessible.	➢ Continually monitors and assesses the safety of surroundings and addresses the need to maintain a physical environment that is safe, organized, and accessible.
Evidence/Examples	➢ The Health Office is not safe/clean and supplies are not organized.	➢ The Health Office is cluttered but accessible. Supplies are somewhat organized.	➢ The Health Office is clean, uncluttered, and easily accessible. ➢ Supplies are well organized.	➢ The Health Office is consistently clean and organized. ➢ Supplies are well organized and the CSN monitors for expiration dates.

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Domain 3: Service Delivery				
Component	**Failing**	**Needs Improvement**	**Proficient**	**Distinguished**
3a: Communicating Clearly and Accurately	➢ Demonstrates ineffective oral and written communications skills.	➢ Demonstrates adequately developed oral and written communication skills.	➢ Demonstrates effective oral and written communication skills that result in purposeful and consistently positive outcomes.	➢ Demonstrates effective oral and written communication skills that result in community-building, enhancement, and trust in school nursing services.
Evidence/Examples	➢ Does not proofread communications prior to dissemination. ➢ Does not use language that is appropriate and professional.	➢ Inconsistently proofreads prior to dissemination. ➢ Inconsistently uses language that is appropriate and professional.	➢ Consistently proofreads prior to dissemination. ➢ Consistently uses language that is appropriate and professional.	➢ Consistently proofreads communications prior to dissemination. ➢ Adapts communications to the specific needs of the recipient(s).
3b: Gathering Information	➢ Does not use appropriate information gathering techniques.	➢ Uses appropriate information gathering techniques most of the time.	➢ Consistently uses appropriate information gathering techniques.	➢ Consistently uses appropriate information gathering techniques and provides comprehensive assessments that inform treatment for the individual, system, and practice at large.
Evidence/Examples	➢ Does not access student's health history or demographic data.	➢ Inconsistently accesses student's health history or demographic data.	➢ Consistently utilizes available student health history or demographic data.	➢ Consistently utilizes available student health history, demographic data, and evidence-based resources.

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Component	Failing	Needs Improvement	Proficient	Distinguished
3c: Engaging the School Community in Health Education and Wellness Promotion	➢ Does not engage the school community in health education and wellness promotion.	➢ Engages the school community in health education and wellness promotion on an inconsistent basis.	➢ Engages the school community in health education and wellness promotion on a consistent basis.	➢ Consistently engages and empowers the school community to learn about health and take individual and collective responsibility for promoting wellness.
Evidence/Examples	➢ Does not share trusted sources or links of health information and wellness promotion.	➢ Inconsistently provides sources of health information and wellness promotion.	➢ Consistently engages the school community in health and wellness promotion through school-permitted methods such as school newsletters, bulletin board displays, automated call notifications, wellness announcements, or class presentations. ➢ Consistently communicates trusted sources of health information and wellness promotion.	➢ Consistently engages the school community in health and wellness promotion through school-permitted techniques such as school newsletters, bulletin board displays, automated phone call notifications, wellness announcements, or class presentations. ➢ Assists in promotion and/or provides school community with programs such as flu shot programs, immunization catch up programs, health and wellness fairs, or blood drives.
3d: Utilizing Assessment Data and Resources to Deliver Appropriate Care	➢ Does not utilize assessment data and resources to inform/deliver appropriate care.	➢ Inconsistently utilizes assessment data and resources to inform/deliver appropriate care.	➢ Consistently and effectively utilizes assessment data and resources to deliver appropriate care.	➢ Consistently and effectively utilizes assessment data and resources to deliver exceptional care and outcomes.
Evidence/Examples	➢ Fails to utilize physical and written assessment resources or other credible health information sources to inform/deliver appropriate care to a student presenting with a complex health problem such as a concussion.	➢ Inconsistently utilizes physical and written information or other credible health information sources (healthcare provider orders, standardized and trusted assessment tools) to inform/deliver appropriate care for a student presenting with a complex health problem such as a concussion.	➢ Consistently utilizes physical and written information and other credible health information sources (healthcare provider orders, standardized and trusted assessment tools) to inform/deliver appropriate care for a student presenting with a complex health problem such as a concussion.	➢ Consistently utilizes physical and written information or other credible health information sources (healthcare provider orders, standardized and trusted assessment tools) to inform/deliver appropriate care for a student presenting with complex health problem such as a concussion. ➢ Consistently works collaboratively with teachers/school personnel to develop the appropriate plan of care in order to reach maximum academic success. ➢ Provides trusted educational resources to family/faculty concerning all aspects in the care for a student presenting with a complex health problem such as a concussion.

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Component	Failing	Needs Improvement	Proficient	Distinguished
3e: Demonstrating Flexibility and Responsiveness	➤ Does not demonstrate flexibility and responsiveness to making changes to a plan or program.	➤ Is willing to make some changes to a plan or program when the results suggest that there is a need for change but does not consistently evaluate whether the changes were helpful.	➤ Is willing to make some changes to a plan or program when the results suggest that there is need for change and consistently evaluates whether the changes were helpful.	➤ Consistently seeks input from all stakeholders to guide decision-making. Demonstrates ongoing flexibility and responsiveness within the context of collaboration and systematic evaluation of changes, which results in meaningful improvements and improved outcomes.
Evidence/Examples	➤ Fails to adapt the plan of care and respond effectively to scheduled and unscheduled changes throughout the school day for a student with a chronic condition (e.g., Type 1 Diabetes).	➤ Inconsistently adapts the plan of care and responds effectively to scheduled and unscheduled changes throughout the school day for a student with a chronic condition (e.g., Type 1 Diabetes).	➤ Consistently adapts the plan of care and responds effectively to scheduled and unscheduled changes throughout the school day for a student with a chronic condition (e.g., Type 1 Diabetes).	➤ Consistently adapts the plan of care and responds effectively to scheduled and unscheduled changes throughout the school day for a student with a chronic condition (e.g., Type 1 Diabetes) and communicates these changes to the appropriate school community.

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Domain 4: Professional Development/Professional Responsibilities				
Component	**Failing**	**Needs Improvement**	**Proficient**	**Distinguished**
4a: Reflecting on Professional Practice	➢ Does not demonstrate reflection to improve practice.	➢ Inconsistently demonstrates reflection to improve practice.	➢ Consistently demonstrates reflection to improve practice.	➢ Consistently demonstrates reflection and incorporates evidence-based strategies to improve practice.
Evidence/Examples	➢ Does not perform an After Action Review following a student emergency.	➢ Performs an After Action Review following a student emergency, and then identifies changes needed, but does not initiate identified changes.	➢ Performs an After Action Review following a student emergency, and then implements changes as needed to improve future responses.	➢ Performs an After Action Review following a student emergency, and then implements changes as needed to improve future response, and educates school community to facilitate appropriate change in policy and procedures.
4b: Maintaining Accurate Records	➢ Does not maintain accurate records.	➢ Inconsistently maintains accurate records.	➢ Consistently maintains accurate records.	➢ Is exceptional at maintaining accurate records and serves as a role model for colleagues.
Evidence/Examples	➢ Does not document the mandated School Health program screening data on student health records. ➢ Does not collect data throughout the school year to be included in the School Health Annual Request for Reimbursement System (SHARRS) report. ➢ Does not report objective data in school accident/incident reports on students and staff.	➢ Sometimes documents the mandated School Health program screening data on student health records. ➢ Collects some of the data throughout the school year to be included in the SHARRS report. ➢ Reports minimal objective data in school accident/incident reports on students and staff.	➢ Accurately documents the mandated School Health program screening data on student health records. ➢ Collects data throughout the school year to be included in the SHARRS report. ➢ Reports objective data in school accident/incident reports on students and staff.	➢ Consistently documents the mandated School Health program screening data on student health records and serves as a mentor to colleagues. ➢ Collects data throughout the school year to be included in the SHARRS report and works with district staff to ensure the accuracy of data submitted. ➢ Reports detailed objective data in school accident/incident reports on students and staff.

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Component	Failing	Needs Improvement	Proficient	Distinguished
4c: Communicating with Members of the School Community	➢ Provides little or no information to members of the school community.	➢ Provides accurate information to members of the school community when necessary.	➢ Provides accessible and accurate information to members of the school community on a consistent basis.	➢ Engages others in determining the information that would be of value to the larger school community and provides it in an accessible, effective, and accurate manner.
Evidence/Examples	➢ Provides no information to the Concussion Management Team. ➢ Refuses to provide data to the School Health Advisory Committee for their use in developing student wellness programs.	➢ Provides limited information to the Concussion Management Team. ➢ Provides minimal data to the School Health Advisory Committee for their use in developing student wellness programs.	➢ Provides information to the Concussion Management Team. ➢ Provides data to the School Health Advisory Committee for their use in developing student wellness programs.	➢ Actively participates in the Concussion Management Team, assisting with the development of individual student plans. ➢ Is an active member of the School Health Advisory Committee and routinely provides data for their use in developing student wellness programs.
4d: Participating in a Professional Community	➢ Is not a participating member of a professional community.	➢ Is a participating member of a professional community when requested to do so.	➢ Is an active participant among the professional community and actively maintains positive and productive relationships.	➢ Makes a substantial contribution to the professional community and assumes a leadership role.
Evidence/Examples	➢ Does not work collaboratively with community agencies in planning activities and workshops that pertain to health, wellness, and safety in the school environment.	➢ Does not independently seek out opportunities to work with community agencies in planning activities and workshops that pertain to health, wellness, and safety in the school environment.	➢ Works collaboratively with community agencies in planning activities and workshops that pertain to health, wellness, and safety in the school environment.	➢ Brings together community agencies in planning activities and workshops that pertain to health, wellness, and safety in the school environment.

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Component	Failing	Needs Improvement	Proficient	Distinguished
4e: Growing and Developing Professionally	➢ Does not engage in professional learning.	➢ Participates in required professional learning activities.	➢ Participates in both required and self-initiated professional development based upon strengths and needs.	➢ Actively pursues and develops professional development opportunities and makes a substantial contribution to the profession.
Evidence/Examples	➢ Does not belong to local, state, and national professional organizations. ➢ Does not enhance professional nursing practice or role performance by networking and interacting with peers and colleagues. ➢ Does not attend continuing education programs offered by professional organizations to keep current on emerging health issues affecting his/her student population and school community.	➢ Belongs to local, state, and national professional organizations, but does not participate in their activities. ➢ Minimally enhances professional nursing practice or role performance by networking and interacting with peers and colleagues. ➢ Does not attend continuing education programs offered by professional organizations, on a regular basis, to keep current on emerging health issues affecting his/her student population and school community.	➢ Maintains active member status in local, state, and national professional organizations. ➢ Enhances professional nursing practice or role performance by networking and interacting with peers and colleagues. ➢ Regularly attends continuing education programs offered by professional organizations to keep current on emerging health issues affecting his/her student population and school community.	➢ Belongs to and is seen as a leader in local, state, and national professional organizations. ➢ Enhances professional nursing practice or role performance by networking and interacting with peers and colleagues and serves as a mentor for new CSNs. ➢ Regularly attends continuing education programs offered by professional organizations to keep current on emerging health issues affecting his/her student population and school community and shares information gained with colleagues. ➢ Seeks opportunities to develop and/or present evidence-based content to colleagues.
4f: Demonstrating Professionalism	➢ Demonstrates inappropriate interactions with members of the school community* and violates principles of confidentiality.	➢ Is appropriate in interactions with members of the school community and protects confidentiality.	➢ Demonstrates high standards of honesty, integrity, and confidentiality when interacting with members of the school community.	➢ Demonstrates the highest ethical standards when interacting with and advocating for members of the school community.
Evidence/Examples	➢ Does not educate members of the school community about therapeutic and professional student-nurse relationships and role boundaries. ➢ Is unaware of, and does not adhere to, educational laws, health care laws, nursing ethics, federal or state regulations, and district policies relating to privacy and confidentiality.	➢ Provides minimal education to members of the school community about therapeutic and professional student-nurse relationships and role boundaries. ➢ Is aware of educational laws, health care laws, nursing ethics, federal or state regulations, and district policies relating to privacy and confidentiality.	➢ Educates members of the school community about therapeutic and professional student-nurse relationships and role boundaries. ➢ Adheres to educational laws, health care laws, nursing ethics, federal or state regulations, and district policies relating to privacy and confidentiality.	➢ Educates members of the school community and serves as a role model about therapeutic and professional student-nurse relationships and role boundaries. ➢ Adheres to educational laws, health care laws, nursing ethics, federal or state regulations, and district policies relating to privacy and confidentiality, and educates administrators and colleagues.

*School community includes students, staff, parents, and colleagues.

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RUBRIC ASSESSMENT: Instructional Technology Specialist (ITS)				
Date ☐ Self-Assessment ☐ Evaluator Assessment ☐				
Domain 1: Planning and Preparation				
Component	**Failing**	**Needs Improvement**	**Proficient**	**Distinguished**
1a: Demonstrating Knowledge of ITS Content and Pedagogy	➢ Designs plans and practice that demonstrate little knowledge of educational andragogy, pedagogy, and professional practice in relation to digital-age technologies.	➢ Designs plans and practice that reflect some knowledge of educational andragogy, pedagogy, and professional practice in relation to digital-age technologies.	➢ Designs plans and practices that reflect substantial knowledge of educational andragogy, pedagogy, and professional practice in relation to digital-age technologies.	➢ Designs plans and practice that reflect comprehensive knowledge of educational andragogy, pedagogy, and professional practice in relation to digital-age technologies.
Evidence/Examples	➢ Shares a digital story with staff members and fails to address how the tool can be used in the classroom. ➢ Chooses tools for use based on individual interest and "coolness" factor. ➢ Does not participate or contribute to Internet safety.	➢ Introduces a pedagogically sound digital storytelling tool to second-grade teachers and asks how they can fit the tool in their curriculum. ➢ Introduces the tool first instead of focusing on the students' needs. ➢ Identifies Internet safety procedures as an important topic across all grades and adults in a school system without addressing concerns.	➢ Plans on the introduction of three different pedagogically sound digital storytelling tools to a team of second-grade teachers to support character and plot development. ➢ Plans for explaining the difference between each tool so teachers can choose the tool that best meets their needs. ➢ Contributes to the district digital citizenship plan to keep students safe.	➢ Plans successful instruction that results in a classroom where students are taking ownership by preparing to elaborate on plot and character development in their story writing, using pedagogically sound digital tools. The teacher employs a similar strategy when providing tools for students so that students can choose the tool that best meets their needs. ➢ Leads the district development team to create and implement a digital citizenship plan to keep students safe and to meet the rate requirements for the year.

*"Students" refers to K - 12 students in a teacher's classroom; ITS may work with them as part of a co-teaching model.
*"Learners" refers to K-12 teachers, administrators, staff, community members, and students as part of a co-teaching model, as the ITS works with many types of learners.

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*Adult learning theory (see glossary).

Component	Failing	Needs Improvement	Proficient	Distinguished
1b: Demonstrating Knowledge of Learners	➢ Ignores learner (teacher/administrator/student) backgrounds, skill levels, interests, and special needs.	➢ Realizes the importance of understanding learner (teacher/administrator/student) backgrounds, skill levels, interests, and special needs of the faculty as a whole.	➢ Asks for information about learners (teachers/administrators/students), including backgrounds, skill levels, interests, and special needs for groups of learners from a variety of sources and applies this knowledge to practice.	➢ Conducts follow-up consultation and assessment to determine the impact on systems-level improvement.
Evidence/Examples	➢ Plans an interactive white board workshop without addressing the needs of the learners (teachers). ➢ Does not conduct needs assessments to inform the content and delivery of technology-related professional learning programs that result in a positive impact on student learning.	➢ Prior to an interactive white board workshop, surveys learners (teachers) about experience levels, but does not adequately incorporate the responses. ➢ Develops and administers a needs assessment to teachers, and determines that the learners (teachers) do not know how to analyze data from state assessments. Does not communicate this with the administration and the professional learning committee.	➢ Surveys learners (teachers) about experience levels to prepare customized, differentiated professional development prior to an interactive white board workshop. ➢ Develops and administers a needs assessment to teachers. After analyzing the data from the needs assessment, determines that the teachers do not know how to analyze data from state assessment. Goes to the administration to address this, and both the ITS and administrator(s) discuss adding this to the next professional learning committee meeting agenda.	➢ Surveys learners (teachers) about experience levels to prepare customized professional development prior to an interactive white board workshop. ➢ Following the training, consults with teachers to determine instructional quality and the subsequent impact on student learning. ➢ Develops and administers a needs assessment to teachers. Collaborates with several teachers, analyzes and uses the data to inform reading instruction and to contribute to a new building-level reading goal.

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Component	Failing	Needs Improvement	Proficient	Distinguished
1c: Setting Instructional Outcomes	➢ Sets instructional outcomes that are unsuitable for learners (teachers/administrators) that represent low-level learning, or are stated only as activities. ➢ Sets outcomes that cannot be assessed.	➢ Sets instructional outcomes of moderate rigor and that are suitable for some learners (teachers/administrators). ➢ Sets outcomes that consist of a variety of activities and goals, some of which can be assessed.	➢ Sets instructional outcomes as goals that reflect appropriate learning and curriculum standards. ➢ Sets short- and long-term visionary goals that are suitable for most learners (teachers/administrators), represent different types of learning, and can be assessed.	➢ Sets instructional outcomes as goals that reflect appropriate learning and curriculum standards. ➢ Sets short- and long-term visionary goals that are suitable for all learners (teachers/administrators), represent different types of learning, and can be assessed.
Evidence/Examples	➢ Plans a workshop on using online interactive map but does not identify instructional outcomes. ➢ Plans a workshop on citation of resources but does not connect the learning to curriculum, learner needs, or goals.	➢ Provides a workshop on online interactive maps, but includes instructional goals that are not connected to curriculum, or the needs of the learners (students). ➢ In preparing a workshop on citation of resources, sets goals that do not align with the resources that learners are likely to find useful.	➢ On the basis of social studies teachers' requests, prepares a workshop on globalizing a unit on communities. Sets goals of how to use the online interactive map to view communities through satellite photos and how to make connections with other classrooms via online video conferencing. ➢ In preparing a workshop on citation of resources, sets goals that learners will demonstrate how to cite resources appropriately, where to find citation information, and can articulate sound reasons for accurately citing work.	➢ Collaborates with the social studies teachers to develop goals for an interactive map (including images, video, and text). The social studies teacher will then take the lead on a second collaborative map where the learners will make an interactive map based on local history. ➢ Learners (teachers/administrators) teach and model the correct citation of resources and require their students to cite correctly as well.

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Component	Failing	Needs Improvement	Proficient	Distinguished
1d: Demonstrating Knowledge of Resources	➤ Demonstrates little/no familiarity with resources to enhance content knowledge available through the district or school.	➤ Demonstrates some familiarity with resources available in the school and district. ➤ Does not seek to extend his/her knowledge beyond what is readily available.	➤ Is fully knowledgeable in locating resources available through the school, district, or community to enhance his/her knowledge and to use in teaching and learning.	➤ Extends searches for resources beyond the school or district, to outside professional organizations, on the Internet, and in the community to enhance his/her knowledge and use in teaching and learning.
Evidence/Examples	➤ Provides irrelevant resources for teachers who are incorporating digital material that is labeled for reuse and sharing in their lessons. ➤ Does not participate in long term planning; only plans independent of others.	➤ Provides a few resources for websites for teachers who are incorporating digital material that is labeled for reuse and sharing in their lessons, but makes them available through only email or social networks. ➤ Provides resources in a way that is unorganized and difficult to navigate. ➤ Participates in planning, but offers few, if any, relevant data and resources to assist in planning.	➤ Begins to create organized lists of resources and websites for teachers who are incorporating digital material that is labeled for reuse and sharing in their lessons, and invites teachers to collaborate in the creation of those lists by identifying, evaluating, and selecting appropriate contemporary technologies for use with students. ➤ Participates in comprehensive planning to meet the needs of middle school students, and uses the ISTE NETs, data from the Speak Up Survey, and the Horizon Report as resources.	➤ Advocates for the use of specific tools or resources to be unblocked so they can be used for instruction and to demonstrate their value for teaching and learning. ➤ Facilitates shared leadership as it relates to the school-level or district-level comprehensive planning, incorporating the ISTE Standards, Speak Up Survey, the Horizon Report, and other relevant, high quality and current resources. These efforts serve to transform instruction throughout the system.

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Component	Failing	Needs Improvement	Proficient	Distinguished
1e: Designing Coherent Instruction and Service Delivery	➢ Generates/creates learning materials and experiences that are disorganized and do not meet the needs of the learners (teachers/administrators) or help the learners build on prior knowledge.	➢ Creates learning materials and experiences that engage some of the learners. Prepares learning materials that reflect an ordered structure and partial knowledge of learner (teachers/administrators) resources and prior knowledge.	➢ Gathers knowledge of content, learners (students/teachers/administrators), and resources to create learning experiences that support transfer and adoption of skills for groups of learners. Organizes learning materials that are detailed enough to engage learners (students/teachers/administrators).	➢ Gathers knowledge of content, learners (students/teachers/administrators), and resources to develop differentiated learning experiences that support learners (teachers) in integrating digital-age resources and tools into teaching. Designs learning materials to allow learners (students/teachers/administrators) to follow different courses/pathways based on their level of prior knowledge.
Evidence/Examples	➢ Introduces interactive whiteboard software in a workshop but does not provide additional resources or ongoing support. ➢ Shares resources for an upcoming tablet pilot, and distributes tablets for teachers to start using in the classroom without any professional learning or guidelines for implementation. ➢ Participates minimally in planning and budgeting to replenish resources regularly to meet instructional goals and/or purchases resources not aligned to meet instructional goals.	➢ Develops a three-month professional development plan for an interactive whiteboard software package that has been adopted by the district. Includes a few workshops and resources, but does not take the time to follow up with teachers in their classrooms or on a one-to-one basis. ➢ Organizes a central repository for teachers participating in the tablet pilot. This hub contains miscellaneous app recommendations and instructions, but does not address the needs of the teachers participating in the pilot. ➢ Participates in and/or creates a plan that provides for sporadic replenishment of resources, and/or planned resources are not well-aligned to meet instructional goals.	➢ Develops a three-month professional development plan for an interactive whiteboard software package that has been adopted by the district. Includes workshops for various grade levels at varying skill levels, job aides and flowcharts of practices, links to online resources, and schedules classroom visits to provide support and regular diagnostics of learner (student) progress. ➢ Organizes a central repository for app suggestions, app purchasing procedures, tablet instruction, etc. for a tablet pilot in first grade. ➢ Participates in and/or creates a plan that provides for continuous replenishment of resources so that they are current and readily available to meet instructional goals.	➢ Develops a three-month professional development plan for an interactive whiteboard software package that has been adopted by the district. Incorporates instruction that involves other tools available in the classrooms throughout all of the planned instruction, including online subscription sites and tools, tablets, and video. ➢ Organizes a central repository for app suggestions, app purchasing procedures, tablet instructions, etc. for a tablet pilot in first grade. The staff contributes to this repository as well, as they discover new ways to effectively implement the tablet into instruction. ➢ Participates in and/or creates a plan that provides for continuous replenishment of resources and routinely includes leading edge tools in the cycle so that they are current, innovative, and readily available to meet instructional goals.

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Component	Failing	Needs Improvement	Proficient	Distinguished
1f: Designing Learner Assessments	➢ Designs plans that contain no clear criteria, are inappropriate for many learners (teachers/administrators), and are poorly aligned with the instructional outcomes. ➢ Does not have plans for use of the assessment results in designing future instruction.	➢ Designs plans that are partially aligned to instructional outcomes, but are not made clear. ➢ Uses an approach that is rudimentary and includes only some of the instructional outcomes.	➢ Regularly designs plans for learner (teachers/administrators) assessment, and the criteria are clear and aligned with instructional outcomes. ➢ Uses both formative and summative assessments to plan for future instruction for learners (teachers/administrators) and groups of learners.	➢ Develops plans for learner (teachers/administrators) assessment that are clear, and evidence is available that demonstrates learner involvement in their development. ➢ Effectively designs assessment tools that are adapted to meet the needs of the learners (teachers/administrators) and intends to use the results to plan future instruction for individual learners (teachers/administrators).
Evidence/Examples	➢ Plans a series of online professional development workshops on math software for middle school but does not plan for assessing instructional outcomes. ➢ Does not provide examples of digital assessment resources for intended instructional outcomes.	➢ Plans a series of online professional development workshops on math software for middle school with some attention to intended instructional outcomes. ➢ Provides examples of digital resources to design and develop rubrics and checklists, but does not clearly articulate the assessment criteria for any desired instructional outcome.	➢ Plans a series of online professional development workshops on math software for middle school. Plans for formative and summative evaluation of learner (teachers/administrators) success include results from responses in forum discussions and final projects submitted by learners (teachers/administrators) in a variety of digital media. ➢ Provides examples of digital resources to design and develop rubrics and checklists that clearly articulate the assessment criteria for any desired instructional outcome.	➢ After participating in a series of online professional development workshops on math software for middle school, learners (teachers/administrators) incorporate similar formative and summative evaluation strategies in future online instruction development for their students. Formative assessment informs successive lessons. ➢ The learners (teachers/administrators) develop rubrics and checklists that clearly articulate the assessment criteria for any desired instructional outcome using resources introduced by the ITS.

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		Domain 2: The Environment		

Component	Failing	Needs Improvement	Proficient	Distinguished
2a: Creating an Environment of Respect and Rapport	➢ Has interaction with educational community members that is negative, inappropriate, or insensitive to learners and are characterized by disparaging remarks or conflict.	➢ Has interaction with educational community members that is free of conflict but may involve insensitivity and/or lack of responsiveness to differing skill levels among learners.	➢ Has interaction with educational community members that demonstrate general caring and respect. ➢ Is considered a resource for information concerning technology use in instruction. ➢ Maintains a positive relationship with learners.	➢ Has interaction with the educational community and the wider community that is highly respectful and demonstrates deep understanding of learner needs and levels of skill development. ➢ Takes care to respect professionalism of all levels of learners.
Evidence/Examples	➢ First grade teachers are proud of a project they developed and have been implementing with students for a number of years. The project uses technology, but in ineffective ways. The ITS learns of the project by indirect means, and finds a way to contribute ideas to the team. The ITS either tells the teachers that the project uses technology ineffectively or ignores the project completely. ➢ The principal forwards the ITS a parent email asking how the tablets are used instructionally. The ITS does not respond to the email or does not respond in a timely manner.	➢ First grade teachers are proud of a project they developed and have been implementing with students for a number of years. The project uses technology, but in ineffective ways. The ITS learns of the project by indirect means, and finds a way to contribute ideas to the team. The ITS then sends an email to the group of teachers with suggestions for improving their project. ➢ The principal forwards the ITS a parent email asking how the tablets are used instructionally. The ITS responds to the parent with a narrative of how the iPads are used in the classroom.	➢ First grade teachers are proud of a project they developed and have been implementing with students for a number of years. The project uses technology, but in ineffective ways. The ITS learns of the project by indirect means, and finds a way to contribute ideas to the team. The teachers accept assistance of ITS and incorporate suggestions to update the project. ➢ The principal forwards the ITS a parent email asking how the tablets are used instructionally. The ITS sends the parent a link to a video that demonstrates how the iPads are used in the classroom.	➢ Offers to participate in grade-level planning meetings to design an updated project that uses technology effectively meet grade level objectives. ➢ Offers an opportunity during the day for parents to participate in an interactive demonstration using the tablets. Structures the opportunity so parents can experience how their students are using the iPad in class.

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Component	Failing	Needs Improvement	Proficient	Distinguished
2b: Establishing a Culture for Learning	➤ Has a negative attitude and demeanor for digital-age resources and content integration are barriers that prevent learners from seeking assistance and interaction. ➤ Provide unclear instructional outcomes, activities, assignments, and collaborative interactions for learners.	➤ Conveys minimal enthusiasm for digital-age resources and content integration. ➤ Provides instructional outcomes, activities, assignments, and collaborative interactions, which convey minimal expectations for learners that promote risk-taking and problem solving.	➤ Conveys a genuine enthusiasm for digital-age resources and content integration. ➤ Provides instructional outcomes, activities, assignments, and collaborative interactions, which convey high expectations for learners that promote risk-taking and problem solving.	➤ Conveys infectious enthusiasm for digital-age resources and content, leading learners to hold themselves to high standards. ➤ Provides instructional outcomes, activities, assignments, and collaborative interactions, which convey high expectations for learners that promote risk-taking and problem solving.
Evidence/Examples	➤ Is aware that the third-grade team is preparing their annual research projects in linear presentation software. Does not take initiative to introduce new ways of using the software or new ways of completing the project. ➤ Introduces a variety of pedagogically appropriate digital tools without connecting their use to curriculum.	➤ Is aware that the third-grade team is preparing their annual research projects in linear presentation software. Provides a wireless presentation remote to the teacher so his/her students can present their projects anywhere in the room. Does not provide any guidance as to effective presentation skills. ➤ Facilitates a workshop to introduce a number of pedagogically appropriate digital tools to support student writing goals. Talks for the duration of the workshop and does not allow time for learners to experiment with the tools.	➤ Meets with a third-grade teacher to discuss additional presentation methods for her students' annual research project. Asks the teacher for the rubric used to score student presentations. Introduces two new digital tools that can accomplish the same goals. Encourages the teacher to let her students choose the tool that suits them best, even if he/she does not know how to use it. ➤ Facilitates a workshop to introduce a number of pedagogically appropriate digital tools to support student writing goals. The workshop includes time for individual discovery of the tools with ITS there to support, as needed.	➤ Fosters a positive risk-taking experience for a third-grade teacher, leading her to encourage her third-grade team-members to consider letting their students choose a tool from a list of vetted choices for presenting their research. ➤ Facilitates a workshop to introduce a number of pedagogically appropriate digital tools to support student writing goals. The ITS invites teachers who are already using these tools to share their experiences with the group. The workshop includes time for individual discovery of the tools with ITS there to support, as needed.

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Component	Failing	Needs Improvement	Proficient	Distinguished
2c: Managing Procedures	➢ Ineffectively manages online or face-to-face learning environment, resulting in significant loss of instructional time.	➢ Inconsistently manages online or face-to-face learning environments, resulting in the loss of instructional time. Some learner groups work collaboratively while unsupervised.	➢ Effectively manages online or face-to-face learning environments, resulting in active learning via minimal guidance. Routines are clearly established and many learners are collaborative, productive, and are moving toward self-regulation.	➢ Creates environment in which the learner develops an online or face-to-face learning environment with input from the ITS; transitions are seamless and active learning is present through minimal guidance. Routines are clearly established and all learners are collaborative, productive, and self-regulating.
Evidence/Examples	➢ In co-teaching a lesson about measurement using collaborative note taking, uses terminology that the students do not understand, resulting in off-task behavior. The ITS continues to teach the lesson, ignoring the need to change his/her instructional methods. ➢ Does not provide feedback in online class activities and discussions.	➢ In co-teaching a lesson about measurement using collaborative note taking, notices that some students do not understand the terminology. In order to reduce off-task behavior, attempts to use terminology that the students might understand better. ➢ Is learning to provide timely feedback in online class activities and discussions in order to maximize learner participation.	➢ In co-teaching a lesson about measurement using collaborative note taking, uses age-appropriate terminology, checks for understanding before continuing, and adapts as necessary to meet all students' needs. ➢ Provides timely feedback in online class activities and discussions, resulting in active learner participation.	➢ In co-teaching a lesson about measurement using collaborative note taking, uses a graphic organizer to determine students' familiarity with the terminology used in the lesson and adapts the lesson based on the information collected. Also uses the graphic organizer to identify which students will lead their small groups while working in collaborative note taking. ➢ The learners initiate new discussion topics in an online class as a result of the ITS' active participation, modeling, and encouragement.

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Component	Failing	Needs Improvement	Proficient	Distinguished
2d: Managing Learner Behavior	➢ Does not establish standards of conduct, including digital. ➢ Does not monitor learner behavior. Responses to misbehavior are inconsistent or disrespectful of learner dignity.	➢ Establishes standards of conduct, including digital but they may be incomplete. ➢ Inconsistently monitors learner adherence to standards of conduct.	➢ Establishes, communicates, and reinforces standards of conduct, including digital. ➢ Consistently monitors learner adherence to standards of conduct. ➢ Response to misbehavior is appropriate and respects the learners' dignity and is according to district protocols.	➢ Develops standards of conduct, including digital, with learner participation. ➢ Subtly monitors learner behavior, with responses highly effective and sensitive to the learners' needs.
Evidence /Examples	➢ Develops a hands-on workshop on video production. Does not create expectations for the group project. Divides learners into groups to film a scene. Sits at computer while the groups are filming. ➢ Sets up an online group for the 10th grade ELA department to facilitate asynchronous collaboration. Does not create expectations for using the tool appropriately. When one participant writes a disparaging comment about another participant, the ITS does not respond.	➢ Develops a hands-on workshop on video production. Assumes that learners know the project expectations and asks learners to divide into groups to film a scene. While filming, visits the various groups to check on progress. One group is off-task and the ITS does not redirect the behavior so they can complete the group project. ➢ Sets up an online group for the 10th grade ELA department to facilitate asynchronous collaboration. Assumes faculty know how to use the tool appropriately. When one participant writes a disparaging comment about another participant, the ITS replies to this participant in a public forum to address the inappropriate remark.	➢ Develops a hands-on workshop on video production. Establishes expectations for the project and asks learners to divide into groups to film a scene. While filming, visits the various groups to check on progress. One group is off-task and the ITS reminds learners about the project expectations and provides support as needed. ➢ Sets up an online group for the 10th grade ELA department to facilitate asynchronous collaboration. Creates and communicates ground rules for appropriate use of the tool. When one participant writes a disparaging comment about another participant, the ITS responds according to district protocols.	➢ Develops a hands-on workshop on video production. Prior to dividing into smaller groups, facilitates a discussion on expectations for group behavior. After dividing into groups, uses the agreed upon expectations to monitor group progress and redirect learners as needed. ➢ Sets up an online group for the 10th grade ELA department to facilitate asynchronous collaboration. Works with the teachers to creates ground rules for appropriate use of the tool. Disparaging comments are not made because the teachers played a role in creating the expectations.

Component	Failing	Needs Improvement	Proficient	Distinguished
2e: Organizing Physical and Digital Space	➢ Does not ensure the physical or digital-age learning environment is safe or accessible to learners. ➢ Struggles to guide effective communication and team learning.	➢ Ensures the physical or digital-age learning environment is moderately safe and accessible to most learners. ➢ Attempts to guide effective communication and team learning with partial success.	➢ Ensures the physical or digital-age learning environment is safe and accessible to all learners. ➢ Ensures that the space is conducive for effective communication and team learning.	➢ Ensures the physical and digital spaces are used in a way that is complementary, changing a process for work or functioning in a way that increases access, productivity, efficiency, or community involvement.
Evidence/Examples	➢ Works with the classroom teacher to create a classroom space on Kidblog.org. The ITS and teacher do not verify that all students have Internet access at home but require students to blog for homework. Students access Kidblog from home and make inappropriate remarks. The blog is not actively monitored and the inappropriate remarks are noticed by a parent. ➢ Delivers tablets to a fourth grade classroom, without helping the teacher to prepare for storage and care of the tablets, for implementation in the curriculum, or for classroom management.	➢ Works with the classroom teacher to create a classroom space on Kidblog.org. Together, they teach a lesson on appropriate posting and commenting. The ITS and teacher do not verify that all students have internet access at home but require students to blog for homework. Some students make inappropriate remarks in the first weeks of using Kidblog. The ITS and teacher remove the comments after other students complained about them. ➢ Delivers tablets to a fourth grade classroom. Provides assistance with some aspects of storage and care of the devices and classroom management. Added some software relevant to the curriculum. Inconsistently follows up with the teacher.	➢ Works with the classroom teacher to create a classroom space on Kidblog.org. Together, they teach a lesson on appropriate posting and commenting. The ITS and teacher turn comment-moderation on for the first two weeks of blogging to ensure that students respond safely and appropriately. The student's blog in the computer lab where each student has access to a device. After students prove they can use the tool effectively, the teacher turns off comment-moderation. ➢ Before delivering tablets to a fourth grade classroom, the ITS provides a workshop to teachers on management, care, and storage of the devices. The ITS installs relevant software and assists in creating instructional and management plans for curriculum integration. Regularly follows up with teachers to monitor progress.	➢ Works with the classroom teacher to create a classroom space on Kidblog.org. Together, they teach a lesson on appropriate posting and commenting. The ITS and teacher turn comment-moderation on for the first two weeks of blogging to ensure that students respond safely and appropriately. After students prove they can use the tool effectively, the teacher turns off comment-moderation. The use of Kidblog in the classroom allows students to share their final writing pieces with their peers, and they are proud to be able to display their work online. ➢ Convenes a meeting of a technology team at the request of teachers and/or administrators, to guide the choice of tools that will best serve student needs. Assures that all relevant considerations are addressed: alignment with curriculum and instruction, care and storage of devices, age appropriateness of devices and software, and technical maintenance issues and any other related issues.

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Domain 3: Service Delivery				
Component	**Failing**	**Needs Improvement**	**Proficient**	**Distinguished**
3a: Communicating with Learners	➢ Communicates in a manner that is inappropriate for learners' cultures and levels of development. ➢ Uses content connections and expectations that are not consistent with learners' knowledge and experience.	➢ Communicates in a manner that is sometimes appropriate for learners' cultures and levels of development. ➢ Uses content connections and expectations that are somewhat consistent with learners' knowledge and experience.	➢ Communicates in a manner that is appropriate for learners' cultures and levels of development. ➢ Uses content and standard connections and expectations that are consistent with learners' knowledge and experience.	➢ Communicates in a manner that includes real time differentiation and delivery based on the audience of learners. ➢ Uses content and standard connections and expectations that are differentiated to meet learners' knowledge and experience.
Evidence/Examples	➢ In a monthly digital newsletter, uses extensive technology vocabulary and does not explain the terms. ➢ Creates a collaborative document for brainstorming about resources to support math instruction, but does not share it with the staff for their input. ➢ Shares via email a technology resource to support vocabulary instruction. Several teachers express an interest in learning more, but the ITS never follows up with them.	➢ In a monthly digital newsletter, provides definitions for technology vocabulary, but the vocabulary is over the teacher's heads. Provides examples of how the terms are used, but they have no educational relevance. ➢ Creates a collaborative document for brainstorming about resources to support math instruction. The collaborative document is set to a "view-only" setting so staff cannot add resources on their own. In order to add resources, they need to email the ITS. ➢ Shares via email a technology resource to support vocabulary instruction. Several teachers express interest in learning more, and the ITS sends a link to a blog post for the teacher to retrieve information.	➢ In a monthly digital newsletter, provides definitions for commonly used technology vocabulary in the district. The ITS provides examples of where and how the terms are used. ➢ Creates a collaborative document for brainstorming about resources to support math instruction. The collaborative document is set up so staff members can view and edit content. ➢ Shares via email a technology resource to support vocabulary instruction. Follows up one-on-one with teachers who expressed interest in learning more about strengthening vocabulary with this new tool.	➢ In a monthly digital newsletter, provides definitions for commonly used technology vocabulary in the district. Provides examples of where and how the terms are used. Within the newsletter, readers can click on hyperlinks for more information. Embedded in the form is a survey tool where users can submit a request for a personal visit from the ITS. ➢ Asks staff members for input for sharing math resources. One of the staff members suggests a collaborative document and engages the ITS and the rest of the team in creating it. ➢ Shares via email a technology resource to support vocabulary instruction. The ITS visits one of the teachers who never responds to emails or asks questions, and shows how the resource can be effective for students. The teacher responds to this face-to-face communication and requests additional time to meet to work on implementing these new resources in his/her class.

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Component	Failing	Needs Improvement	Proficient	Distinguished
3b: Using Questioning and Discussion Techniques	➢ Asks low-level or inappropriate questions, eliciting limited participation and recitation instead of a discussion. ➢ Dominates the conversation.	➢ Uses some effective questioning and discussion techniques and learners are inconsistently engaged in discussions. ➢ Is growing in his/her capacity to facilitate a discussion.	➢ Uses proven and effective questioning and discussion techniques (e.g., Webb's Depth of Knowledge). ➢ Facilitates communication using a variety of venues to accommodate individual preferences (e.g. face-to-face, online, virtual). ➢ Engages all learners in the discussion and steps aside when appropriate, allowing learners to control the discussion.	➢ Facilitates a discussion using proven and effective questioning and discussion techniques. ➢ Learners formulate questions and assume responsibility for ensuring all voices are heard in the discussion.
Evidence/Examples	➢ Asks learners (teachers/administrators) questions that require a yes, no, or recall response. ➢ Does not utilize a wait time strategy. ➢ Uses one tool to help teachers instruct students in the area of collaborative note taking. Does not provide supporting tools and learners are not asked to find or add information to the conversation and/or instruction.	➢ As a part of a lesson on Internet searching, asks learners (teachers/administrators) to answer few questions requiring higher order thinking skills, instead and primarily requiring low-level questioning. Makes some effort to use participant responses to advance new learning. ➢ Uses a few tools to help teachers instruct students in the area of collaborative note taking, but the tools may not be the most relevant. Provides some supporting tools; however learners do not have access to the Internet to find or add information to the conversation.	➢ Learners respond to appropriately written questions by participating in discussions (including online), in which they make connections to prior knowledge and each other, as well as demonstrate acquired knowledge. ➢ Creates a collaborative document where all learners (teachers/administrators) can work together to take notes and share ideas. Uses relevant tools that allow for everyone to contribute content and ask real-time questions. Uses additional tools to continue the learning during and after the session.	➢ In response to modeling by the ITS, learners (teachers/administrators) independently and effectively develop and deliver higher cognitive questions (open-ended, interpretive, evaluative, inquiry, inferential, and synthesis questions) that meaningfully engage students. ➢ Throughout the workshop, posts questions and comments that require synthesis and analysis. Learners initiate collaboration and conduct research to facilitate their own learning.

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Component	Failing	Needs Improvement	Proficient	Distinguished
3c: Engaging Learners in Learning	➢ Provides activities and assignments, materials, and groupings of learners that are inappropriate for the instructional outcomes or the learner's current levels of understanding, resulting in little to no intellectual engagement. ➢ Provides learning session that has no structure or is poorly paced.	➢ Provides activities and assignments, materials, and groupings of learners that are somewhat appropriate to the instructional outcomes or the learner's current levels of understanding, resulting in moderate intellectual engagement. ➢ Provides learning session that has a recognizable structure, but that structure is not consistently maintained.	➢ Provides activities and assignments, materials, and groupings of learners that are consistently appropriate to the instructional outcomes or the learner's current levels of understanding. All learners are engaged in work of a high level of rigor. The lesson structure is coherent and delivered at an appropriate pace.	➢ Ensures that throughout the lesson, learners are highly intellectually engaged and make contributions to the activities, materials, and groupings of learners. Adapts the lesson as needed to the meet the needs of individuals. Learners initiate self-reflection and changes to their instructional practices.
Evidence/Examples	➢ Shares a favorite app that has nothing to do with the lesson objective, resulting in off-task discussions. There is not a clear link between the activity and the academic standards. ➢ Shares online facilitation techniques via a webinar without any learner interaction. Reads slides verbatim without checking for understanding or questions.	➢ Instructs the learners to draw a map to the closest public library using a single app chosen by the ITS. The connection to the educational goals of the activity is unclear, resulting in inconsistent levels of engagement. ➢ Shares online facilitation techniques via a webinar, inconsistently checking for understanding and responding to some of the learners' questions.	➢ Instructs the learners to draw a map to the closest public library using one of the three apps that the group experimented with earlier in the year. Learners work in groups to determine which app will meet their goal and finish the task. ➢ Models online facilitation techniques via a webinar, consistently incorporating opportunities for interaction through polls, questions, and learner contribution.	➢ Learners work in groups to experiment with various apps. The learners share their discoveries and document the differences between each tool in a shared collaborative document. The ITS facilitates a discussion regarding how to choose an app that can be used to make a map to most clearly depict the route to the closest library. ➢ Models online facilitation techniques via a webinar, incorporating opportunities for interaction through polls, questions, learner contribution, and using small group interaction. Learners assume control of the virtual space when appropriate by sharing their desktops with others.

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Component	Failing	Needs Improvement	Proficient	Distinguished
3d: Using Assessment in Instruction and Service Delivery	➢ Does not conduct assessment when providing instruction and provides little or no feedback to learners during or after instruction.	➢ Chooses and implements assessment of instruction using one assessment tool, when multiple options are available and more appropriate. Provides feedback that is inconsistent in terms of quality, timeliness, and impact on learning.	➢ Conducts assessment using multiple measures that are valid and reliable. Consistently provides high quality feedback that serves to advance learning. ➢ Ensures learners are fully aware of the assessment criteria used to evaluate their work. ➢ Uses technology resources to gather, interpret, and evaluate assessment data to inform instruction.	➢ Leads and collaborates with other educators to develop common formative and summative assessments across disciplines. ➢ Ensures that, through consultation with the ITS, learners use self-assessment to determine what their professional learning needs are and where to find resources to address those needs. ➢ Ensures learners are empowered to analyze and synthesize multiple sources of reliable and valid data that regularly inform instructional changes/improvements.
Evidence/Examples	➢ Provides a series of three instructional workshops on the use of Flipped Learning for application in the classroom. ➢ Provides little or no feedback to learners regarding their progress during the workshops and/or fidelity of implementation.	➢ Uses a simple series of questions at the end of each Flipped Learning instructional workshop as the sole means of assessment of learning. ➢ Does not assess attempts by learners to apply the Flipped Learning concepts between instructional workshops is provided. ➢ Provides feedback during instruction that consists of verbal comments like, "great job" or "you should try again" that are not specific and do not provide accurate information about learner progress or need for revision.	➢ Assesses the learners' prior knowledge about Flipped Learning in the early part of the first instructional workshop using a student response system (physical or virtual). Seeks prior knowledge related to the learning objectives, and uses responses to guide instruction. Regularly assesses learning throughout the instruction and provides timely and specific feedback. ➢ Consults with the learners concerning their attempts to implement Flipped Learning between instructional workshops. Is able to identify learning needs based on observation, learners' reflection, and comparison with previous assessments.	➢ As learners become more familiar and comfortable with Flipped Learning concepts and processes, they develop a set of formative and summative assessments to aid them in gauging their progress in effectively using this new technique. ➢ Chooses to meet periodically and regularly with learners to discuss progress against the assessments, and to triangulate the data regarding their assessments from multiple sources. Using assessment data, they continually refine their goals to continue their progress.

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Component	Failing	Needs Improvement	Proficient	Distinguished
3e: Demonstrating Flexibility and Responsiveness	➢ Focuses on integrating a specific technology without alignment to learner needs or outcomes.	➢ Invests in the success of learners; however, inconsistently makes adjustments to instructional design and delivery with partially successful results.	➢ Promotes the progress of all learners, making adequate adjustments to instruction. Accommodates learner questions, needs, interests, and integrates digital tools where appropriate.	➢ Promotes the successful progress of all learners, making seamless adjustments to instruction. Accommodates learner questions and needs using an extensive repertoire of instructional strategies and digital tools. ➢ Is a role model for flexibility and responsiveness such that the learner solicits feedback from the ITS on their attempts to successfully adjust instruction when integrating technology.
Evidence/Examples	➢ Shows a tool and mid-lesson the technology malfunctions. Has no plan to move this lesson forward. ➢ The ITS and a classroom teacher teach students how to create digital presentations. When a student asks about an advanced function of the tool, tells the student, "We don't have time for that."	➢ Leads a collaborative activity using an online tool. When the technology malfunctions mid-lesson, the ITS makes a substitution, but the transition isn't smooth and/or fully effective. ➢ The ITS and a classroom teacher teach students how to create digital presentations. The ITS learns that multiple students in the class have previously used the digital presentation tool and do not need the basic introduction, but there are also three students who have never used the tool. The ITS and the teacher decide to split the class into two groups and the students who have never used the tool are lumped into a group that is too advanced for them.	➢ Leads a collaborative activity using an online tool. When the technology malfunctions mid-lesson, uses a different tool for the activity. Sets up a different activity so the group can complete the task. ➢ The ITS and a classroom teacher teach students how to create digital presentations. The ITS learns that multiple students in the class have previously used the digital presentation tool and do not need the basic introduction. The ITS and teacher decide to split the class into three groups to accommodate student needs. The groupings are appropriate for the skill level of the students.	➢ Leads a collaborative activity using an online tool. When the technology malfunctions mid-lesson uses a different tool for the activity. Models the simplicity of recreating this activity in a different tool. Learners are able to complete the task using the new tool and learned another resource to use to meet the lesson objective. ➢ The ITS and a classroom teacher teach students how to create digital presentations. Although the ITS and classroom teacher planned on creating the presentations in PowerPoint, one of the students suggested using a web-based tool instead. The ITS and classroom teacher seize the opportunity to get the students excited about a new tool. They allow students to choose which tool they wanted to use to create their presentation.

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		Domain 4: Professional Development/Professional Responsibilities		
Component	**Failing**	**Needs Improvement**	**Proficient**	**Distinguished**
4a: Reflecting on Practice	➢ Does not reflect on the effectiveness of his/her professional practice. ➢ Does not maintain documentation regarding his/her efforts with teachers. ➢ Does not consider that his/her practice could be improved.	➢ Inconsistently reflects on the effectiveness of his/her professional practice. ➢ May use documentation to inform future efforts with teachers. ➢ Is beginning to consider that his/her practice could be improved.	➢ Reflects on the effectiveness of his/her professional practice. ➢ Uses thorough and accurate documentation to continuously inform future efforts with teachers. ➢ Realizes improvements for his/her practice and accepts suggestions from peers and administrators.	➢ Consistently reflects on the effectiveness of his/her professional practice, researching methods for improvement to build capacity across the system. ➢ Demonstrates a growing level of sophistication of technology integration over time, which results in professional growth among the teachers they work with.
Evidence/Examples	➢ Does not evaluate and adjust his/her availability based upon the teachers' schedules. ➢ Does not reflect on faculty meeting presentations offered throughout the year.	➢ Inconsistently evaluates and adjusts his/her schedule to support teachers and their needs. ➢ Reflects on faculty meeting presentations throughout the year with the prompting from the administrator.	➢ Consistently evaluates and adjusts his/her schedule to support teachers and their needs with a focus on building collaborative relationships. ➢ Reflects on faculty meeting presentations offered throughout the year and shares reflections with his/her administrator.	➢ Consistently evaluates and adjusts his/her schedule to provide effective and efficient services. As a result, capacity building around lesson design and delivery occurs across the system. ➢ Reflects on faculty meeting presentations offered throughout the year and shares reflections with his/her administrator. The ITS and administrator use the reflections to establish goals for the following year's faculty meetings.

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Component	Failing	Needs Improvement	Proficient	Distinguished
4b: Maintaining Accurate Records	➢ Does not have a method for maintaining instructional or non-instructional records or the records are disorderly, causing errors and confusion.	➢ Has a rudimentary or ineffective method for maintaining instructional and non-instructional records that is only partially effective.	➢ Has an effective system for maintaining instructional and non-instructional records.	➢ Has an effective system for maintaining instructional and non-instructional records that contain contributions from learners.
Evidence/Examples	➢ Does not document the use of technology and therefore, cannot advocate for additional equipment. ➢ Teachers have to email ITS to inquire about equipment and space availability, locate equipment, and reserve equipment and spaces for classroom use.	➢ Through documentation of scheduling and use, is able to demonstrate the need for additional equipment. Shares this information with colleagues, but does not take the data to the administrative level. ➢ Teachers have access to a shared calendar to view equipment and space reservations but the ITS does not keep the calendar updated.	➢ Through documentation of scheduling and use, is able to demonstrate the need for additional equipment. Communicates this need with the administrative team, providing data to support his/her claim. ➢ Develops the procedure for equitably reserving equipment and space, empowering the teachers to take ownership of their reservation requests.	➢ Through documentation of scheduling and use, is able to demonstrate the need for additional equipment. Works with administration to develop a plan for purchasing/upgrading equipment. ➢ Works with building staff to develop the procedure for equitably reserving equipment and space, empowering the teachers to take ownership of their reservation requests.

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Component	Failing	Needs Improvement	Proficient	Distinguished
*4c: Communicating with Stakeholders**	➢ Fails to communicate with stakeholders about the infusion of technology into teaching and learning. ➢ Makes no attempt to engage stakeholders.	➢ Inconsistently communicates with stakeholders about the infusion of technology into teaching and learning. ➢ Is beginning to independently identify communication needs.	➢ Consistently communicates information within a timely manner and in a way that can be easily accessed and understood by the stakeholders.	➢ Welcomes stakeholder input and clearly communicates information that is customized to the stakeholders. ➢ Demonstrates exceptional communication skills, as evident with stakeholders increased initiation of communication that demonstrates ownership of common goals.
Evidence/Examples	➢ Is aware of a cyberbullying incident at school but chooses not to communicate educational information with stakeholders. ➢ Does not communicate with staff regarding the integration of technology into the curriculum.	➢ After a cyberbullying incident occurs at school, develops a document for parents and community members containing information about cyber bullying. ➢ Inconsistently communicates tech tips related to teaching and learning.	➢ Works with staff to develop a published document for parents and community members containing information about cyber bullying, how the school is addressing it, and how to support appropriate technology use at home. ➢ Communicates weekly tech tips to staff that are relative to teaching and learning in a format that is inviting and eye-appealing.	➢ Works with staff to develop a contest inviting students to create a poster educating others about digital citizenship and cyberbullying. The posters are shared in the lobby of the building and on the district website. ➢ Encourages staff to participate in a learning network to continually share technology tips.

*Stakeholders include school personnel, parents or guardians, and community partners.

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Component	Failing	Needs Improvement	Proficient	Distinguished
4d: Participating in a Professional Community	➢ Avoids participating in a professional community, school, and district events and projects. ➢ Has negative or self-serving interpersonal relationships with colleagues.	➢ Inconsistently participates in a professional community, school, and district events and projects. ➢ Is beginning to develop interpersonal relationships with colleagues.	➢ Has professional relationships that are consistently characterized by mutual support, cooperation, positivity, and respect. ➢ Participates in a professional learning community that supports ongoing professional learning related to technology integration with content and pedagogy.	➢ Makes a significant contribution to the school, district, or professional community. ➢ Takes initiative in assuming leadership roles.
Evidence/Examples	➢ Is dismissive or not responsive to requests from colleagues and professional communities. ➢ Does not participate in the county-wide social learning platform.	➢ Inconsistently shares resources with colleagues and professional communities. ➢ Joins the county-wide social learning platform because his/her supervisor made it a requirement; offers some comments in the group.	➢ Participates in a community by sharing information about virtual learning spaces and other emerging technology trends (e.g., competency-based learning, cloud computing). Responds to the contributions of colleagues in the community. ➢ Participates in the county-wide social learning platform to share best practices from his/her district and learn about local trends in the region. Invites teachers to be a part of the personal learning network (PLN).	➢ Organizes communities consisting of participants across several stakeholder groups, with a focus on improving the profession. ➢ Actively creates content in the county-wide social learning platform, posting conversation starters to generate discussions amongst group members.

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Component	Failing	Needs Improvement	Proficient	Distinguished
4e: Growing and Developing Professionally	➢ Does not participate in professional development and does not share knowledge with colleagues.	➢ Participates in professional development activities that are convenient or required and makes some contributions to the profession. ➢ Is beginning to consider feedback from supervisors and colleagues.	➢ Actively looks for professional learning opportunities based on self-assessment to engage in continual learning, deepen professional knowledge, and keep current with emerging technologies and innovations. ➢ Welcomes feedback from supervisors and colleagues.	➢ Seeks out professional development opportunities and originates activities that contribute to the profession. ➢ Asks for feedback from supervisors and colleagues to improve the system.
Evidence/Examples	➢ Directed to attend a content-related conference but refuses. ➢ Does not take time to research and learn about new and emerging technology.	➢ Needs encouragement to attend conferences of a relevant nature to their job duties. ➢ Is beginning to be involved in personal research of new and emerging technology available.	➢ Continually researches and attends relevant conferences and, when applicable, shares information gained with colleagues. ➢ Maintains a regular schedule of personal research of new and emerging technology available.	➢ Helps evaluate conference options and makes recommendations to colleagues. ➢ Creates a plan for professional development with goals for learning over time, and works toward the set goals.

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Component	Failing	Needs Improvement	Proficient	Distinguished
4f: Showing Professionalism	➢ Does not demonstrate ethics and professionalism and contributes to practices that are self-serving or illegal. ➢ Fails to comply with school and district regulations	➢ Is honest and well-intentioned in contributing to decisions in the school. ➢ Is beginning to serve teachers and administrators. ➢ Complies with school and district regulations, requiring reminders.	➢ Consistently demonstrates ethical behavior and professionalism related to education and technology. ➢ Complies fully and voluntarily with school and district regulations as well as the PA Code of Professional Practice and Conduct for Educators.	➢ Is proactive and assumes a leadership role in demonstrating digital citizenship. ➢ Demonstrates the highest standards of ethical conduct and models compliance with school, district, and other relevant regulations.
Evidence/Examples	➢ Continually posts inappropriate and private comments on public forums using district credentials, or continually uses district resources for personal and/or commercial communication outside of district regulation. ➢ Creates a school-wide video without checking on video release forms for students in the video and publishes the video to the school website.	➢ Demonstrates increasing awareness of acceptable online behavior and the impact it can have on the school community. Adapts and shares resources that are appropriate for faculty needs, but, without citing original sources. ➢ Creates a school-wide video without checking on video release forms for students in the video. Before the video is published to the school web site, realizes that some recorded students do not have appropriate permission so the process has to be started over again.	➢ Judiciously uses digital communication to support district initiatives and community involvement and awareness (email, blog posts, twitter, etc.) and provides appropriate citation. ➢ While assisting a teacher with the creation of a class video, asks whether or not students have photo release forms, ensuring that all students in the video are permitted to be recorded. Assists the teacher with video edits prior to publishing on the school website.	➢ Notices several colleagues posting inappropriate remarks about school on Facebook, and approaches the building administrator to organize a morning tech talk for the faculty about social networking and best practices. ➢ Is considered by colleagues to be a role model in communications and a resource for information about professional practice in educational technology.

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