

## Observation Report – Licensed Athletic Trainer

(School Name) \_\_\_\_\_

**Directions:** Observers use this form to document the required annual observations of the licensed athletic trainer. This form focuses on six performance standards. Some standards may not be documented in a single observation. A copy of this form is given to the licensed athletic trainer.

\_\_\_\_\_  
Licensed Athletic Trainer's Name

\_\_\_\_\_  
Date Observed

\_\_\_\_\_  
Time

The Licensed Athletic Trainer is:  Non-tenured

\_\_\_\_\_  
Observer's Name/Title

Tenured

### 1. Injury/Illness Prevention and Wellness

*The licensed athletic trainer effectively educates participants and manages risk for safe performance and function.*

- Employs preventative measures and intervenes appropriately to ensure patient safety.
  - Monitors environmental conditions.
  - Advocates proper equipment use.
- Promotes injury and illness prevention through education.
  - Maintains a clean, organized, safe and well supervised facility.
  - Utilizes technology, as available, in the practice of athletic training.

**Evidence:**

### 2. Clinical Evaluation

*The licensed athletic trainer effectively implements standard evaluation techniques and formulates a clinical impression for the determination of a course of action.*

- Conducts injury evaluation to determine nature and extent of injury/illness or health related conditions.
  - Determines course of action for identified injury/illness or health-related conditions.
  - Refers injuries and health-related conditions to a physician, emergency facility or specialized healthcare provider, if necessary.
- Adheres to Federal, State and any local privacy acts including HIPAA and FERPA.
  - Effectively communicates and educates the student-athlete and family concerning the evaluation, clinical impression, and treatment of the injury/illness or health-related condition, as needed.

**Evidence:**

### 3. Immediate and Emergency Care

*The licensed athletic trainer employs standard care procedures and communicates outcomes for efficient and appropriate care of the injured student-athlete.*

- Assists in the maintenance and implementation of an appropriate Emergency Action Plan (EAP)
- Maintains appropriate emergency equipment and supplies.
- Coordinates and implements appropriate emergency referral strategies.
- Facilitates the timely transfer of care, when necessary.
- Applies the appropriate Immediate and emergency care procedures to prevent the exacerbation of non-life-threatening and life-threatening health-related conditions.
- Uses established communication strategies and administrative practices to provide effective care.

**Evidence:**

### 4. Treatment and Rehabilitation

*The licensed athletic trainer effectively reconditions participants for optimal performance and function.*

- Effectively administers available therapeutic modalities, therapeutic exercises and conditioning, as indicated, by plan of care.
- Effectively applies braces, splints, tape or other assistive devices, as indicated.
- Effectively tracks student-athlete progress and adjusts treatment plans to meet short and long term goals.
- Coordinates and effectively communicates with other healthcare providers involved in the care of the student-athlete.
- Effectively administers treatment for injury, illness, and/or health-related conditions using appropriate methods to facilitate injury protection, recovery, and/or optimal functioning for individual(s).

**Evidence:**

### 5. Organization and Administration

*The licensed athletic trainer understands and adheres to approved organizational and professional practices and guidelines to ensure individual and organizational well-being.*

- Effectively maintains accurate records and documentation.
- Adheres to budget policy, works within budget constraints, and effectively allocates funds and resources for supplies and equipment.
- Demonstrates an understanding of statutory and regulatory provisions, scope of practice, and professional standards in the practice of athletic training.
- Effectively prioritizes athletic training services and athletic event/practice coverage.
- Demonstrates appropriate planning for coordination of resources in event medical management and emergency action plans.
- Develops a support/referral process for interventions to address unhealthy lifestyle behaviors.

**Evidence:**

**6. Personal and Professional Attributes**

*The licensed athletic trainer demonstrates appropriate professional conduct and adheres to organizational policies and procedures.*

- Effectively communicates with student-athletes, parents, coaches, and other school personnel as needed per school policy.
- Demonstrates effective conflict resolution or seeks administrative assistance as needed.
- Adheres to school policies and procedures.
- Demonstrates initiative, promptness, dependability and a good work ethic.
- Demonstrates accessibility, rapport, and trust with student-athletes, parents and coaches within the school community.
- Maintains professional appearance in dress and conduct.
- Demonstrates sportsmanship in dealing with officials, coaches, and visiting teams.
- Places the safety and well-being of the student-athlete as top priority, and adheres to athletic principles in an ethical manner despite external factors (winning the game, pressure from parent/coach).
- Furthers professional development by attending meetings, conferences and/or seminars.
- Works cooperatively with supervisors, school physicians, nurses, and other licensed athletic trainers within the school district.

**Evidence:**

**Additional Comments:**

\_\_\_\_\_  
*Licensed Athletic Trainer's Signature*

\_\_\_\_\_  
*Date*

Signature only denotes the review occurred, not necessarily agreement with the final recommendation.

\_\_\_\_\_  
*Observer's Signature*

\_\_\_\_\_  
*Date*

**Performance Standard 2: Clinical Injury Evaluation**

<b>Highly Effective</b>	<b>Effective</b>	<b>Partially Effective</b>	<b>Ineffective</b>
<p>The Licensed Athletic Trainer uses professional knowledge and consistently and accurately conducts evaluations to determine nature and extent of injury/illness or health related conditions. Evaluates protocols for evaluation and makes recommendations and/or changes to increase effectiveness.</p>	<p>The Licensed Athletic Trainer uses professional knowledge and consistently and accurately conducts evaluations to determine nature and extent of injury/illness or health related conditions.</p>	<p>The Licensed Athletic Trainer conducts evaluations to determine nature and extent of injury/illness or health related conditions, however does not consistently use professional knowledge or, some evaluations are not done in a consistent manner or are not accurate.</p>	<p>The Licensed Athletic Trainer's actions demonstrate a lack of professional knowledge regarding injury evaluations, or rarely demonstrates consistent and accurate injury evaluations.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>			

**Performance Standard 3: Immediate and Emergency Care**

<b>Highly Effective</b>	<b>Effective</b>	<b>Partially Effective</b>	<b>Ineffective</b>
<p>The Licensed Athletic Trainer uses professional knowledge and consistently and accurately conducts immediate and emergency care procedures. Evaluates protocols for immediate and emergency care and makes recommendations and/or changes to increase effectiveness.</p>	<p>The Licensed Athletic Trainer uses professional knowledge and consistently and accurately conducts immediate and emergency care procedures.</p>	<p>The Licensed Athletic Trainer conducts immediate and emergency care procedures however does not consistently use professional knowledge or, some procedures are not done in a consistent manner or are not accurate.</p>	<p>The Licensed Athletic Trainer's actions demonstrate a lack of professional knowledge regarding immediate and emergency care procedures, or rarely demonstrates consistent and accurate immediate and emergency care procedures.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>			

**Performance Standard 4: Treatment and Rehabilitation**

Highly Effective	Effective	Partially Effective	Ineffective
<p>The Licensed Athletic Trainer uses professional knowledge and consistently and accurately conducts injury treatment and rehabilitation procedures. Evaluates protocols for injury treatment and rehabilitation and makes recommendations and/or changes to increase effectiveness.</p>	<p>The Licensed Athletic Trainer uses professional knowledge and consistently and accurately conducts injury treatment and rehabilitation procedures.</p>	<p>The Licensed Athletic Trainer conducts injury treatment and rehabilitation procedures however does not consistently use professional knowledge or, some procedures are not done in a consistent manner or are not accurate.</p>	<p>The Licensed Athletic Trainer's actions demonstrate a lack of professional knowledge regarding injury treatment and rehabilitation procedures, or rarely demonstrates consistent and accurate injury treatment and rehabilitation procedures.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>			

**Performance Standard 5: Organization and Administration**

Highly Effective	Effective	Partially Effective	Ineffective
<p>The Licensed Athletic Trainer uses professional knowledge and consistently and accurately conducts organizational and administrative procedures. Evaluates protocols for organization and administration and makes recommendations and/or changes to increase effectiveness.</p>	<p>The Licensed Athletic Trainer uses professional knowledge and consistently and accurately conducts organizational and administrative procedures.</p>	<p>The Licensed Athletic Trainer conducts organizational and administrative procedures however does not consistently use professional knowledge or, some procedures are not done in a consistent manner or are not accurate.</p>	<p>The Licensed Athletic Trainer's actions demonstrate a lack of organizational and administrative procedures, or rarely demonstrates consistent and accurate organizational and administrative procedures.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>			

**Performance Standard 6: Personal and Professional Attributes**

Highly Effective	Effective	Partially Effective	Ineffective
The Licensed Athletic Trainer is a professional role model for others, engages in a high level of personal professional growth, and/or contributes to the development of others and the well-being of the profession.	The Licensed Athletic Trainer exhibits behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth.	The Licensed Athletic Trainer demonstrates limited understanding of professional ethics, inconsistently participates in professional growth opportunities or inconsistently applies learning from professional development in a way that contributes to the profession.	The Licensed Athletic Trainer exhibits unethical behavior, rarely participates in professional growth opportunities or rarely applies learning from professional development in a way that contributes to the profession.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>			

**Evaluation Summary**

- Recommended for continued employment.
- Recommended for placement on a *Performance Improvement Plan*. (One or more standards are *ineffective* or two or more standards are *partially effective*.)
- Not recommended for subsequent contract. (The Licensed Athletic Trainer has failed to make progress on a *Performance Improvement Plan*, or the Licensed Athletic Trainer consistently performs below the established standards or in a manner that is inconsistent with the school's mission and goals.)

**Commendations:**

**Areas Noted for Improvement:**

**Licensed Athletic Trainer Improvement Goals:**

**Overall Evaluation Summary Criteria**

Highly Effective    
  Effective    
  Partially Effective    
  Ineffective

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Licensed Athletic Trainer's Signature/Date                      Evaluator's Signature/Date

Signature only denotes the review occurred, not necessarily agreement with the final recommendation.

# Evidence of Professional Practice – Nurse (Last Revision: September 4, 2011)

Nurse \_\_\_\_\_ Date \_\_\_\_\_ School \_\_\_\_\_

Grade Level(s) \_\_\_\_\_

Directions: This form may be used to keep a record of evidence you collect throughout the year.

Domain 1: Planning and Preparation				
Component	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating medical knowledge and skill in nursing techniques	Nurse demonstrates little understanding of medical knowledge and nursing techniques.	Nurse demonstrates basic understanding of medical knowledge and nursing techniques.	Nurse demonstrates understanding of medical knowledge and nursing techniques.	Nurse demonstrates deep and thorough understanding of medical knowledge and nursing techniques.
<b>Evidence</b> →	<ol style="list-style-type: none"> <li>1. Reflective Journal</li> <li>2. Formal/Informal Observations</li> <li>3. Professional Development Pursued</li> <li>4. Professional Development Provided</li> </ol>			
<b>Notes</b> →				
1b: Demonstrating knowledge of child and adolescent development	Nurse displays little or no knowledge of child and adolescent development.	Nurse displays partial knowledge of child and adolescent development.	Nurse displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, nurse displays knowledge of the extent to which individual students follow the general patterns.
<b>Evidence</b> →	<ol style="list-style-type: none"> <li>1. Parent Survey</li> <li>2. Student Survey</li> </ol>	<ol style="list-style-type: none"> <li>3. Attendance at School Family Functions</li> <li>4. Nurse's records</li> </ol>	<ol style="list-style-type: none"> <li>5. Conversations with Students</li> <li>6. Conversations with Nurses about their Students</li> </ol>	
<b>Notes</b> →				

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p>1c. Establishing goals for the nursing program appropriate to the setting and the students served</p>	<p>Nurse has no clear goals for the nursing program, or they are inappropriate to either the situation or the age of the students.</p>	<p>Nurse's goals for the nursing program are rudimentary and are partially suitable to the situation and the age of the students.</p>	<p>Nurse's goals for the nursing program are clear and appropriate to the situation in the school and to the age of the students.</p>	<p>Nurse's goals for the nursing program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.</p>
<p><b>Evidence</b> →</p>	<ol style="list-style-type: none"> <li>1. Reflective Journal</li> <li>2. Formal/Informal Observations</li> <li>3. Professional Development Pursued</li> <li>4. Professional Development Provided</li> </ol>			
<p><b>Notes</b> →</p>				
<p>1d. Demonstrating knowledge of government, community, and district regulations and resources</p>	<p>Nurse demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.</p>	<p>Nurse displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly.</p>	<p>Nurse displays awareness of governmental regulations and resources for students available through the school or district and some familiarity with resources external to the school.</p>	<p>Nurse's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district and in the community.</p>
<p><b>Evidence</b> →</p>	<ol style="list-style-type: none"> <li>1. Reflective Journal</li> <li>2. Formal/Informal Observations</li> <li>3. Professional Development Pursued</li> <li>4. Professional Development Provided</li> </ol>	<ol style="list-style-type: none"> <li>5. Formal / Informal Observations</li> <li>6. Communication of Web Subscriptions to Families</li> <li>7. Documentation of outreach to resources outside of school or district</li> </ol>	<ol style="list-style-type: none"> <li>8. Use of online subscriptions</li> </ol>	
<p><b>Notes</b> →</p>				
<p>1e.</p>	<p>Nursing program consists of a random</p>	<p>Nurse's plan has a guiding principle</p>	<p>Nurse has developed a plan that</p>	<p>Nurse's plan is highly coherent and</p>





**Domain 2: The Environment**

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a. Creating an environment of respect and rapport	Nurse's interactions with at least some students are negative or inappropriate.	Nurse's interactions with students are a mix of positive and negative.	Nurse's interactions with students are positive and respectful.	Students seek out the nurse, reflecting a high degree of comfort and trust in the relationship.
<b>Evidence</b> →	<ol style="list-style-type: none"> <li>Notes/Comments from parent/guardians, students</li> <li>Procedures</li> </ol>	<ol style="list-style-type: none"> <li>Formal and informal observation reports/documentation (Nurse/Student, Student/Student, Student/Nurse)</li> </ol>	<ol style="list-style-type: none"> <li>4. Sensitivity of written communication / feedback (Nurse/Student, Student/Student, Student/Nurse)</li> <li>5. Language and displays that support positive character traits</li> </ol>	
<b>Notes</b> →				
2b. Establishing a culture for health and wellness	Nurse makes no attempt to establish a culture for health and wellness in the school as a whole, or among students or among teachers.	Nurse attempts to promote a culture throughout the school for health and wellness; wellness are partially successful.	Nurse promotes a culture throughout the school for health and wellness.	The culture in the school for health and wellness, while guided by the nurse, is maintained by both teachers and students.
<b>Evidence</b> →	<ol style="list-style-type: none"> <li>Interactions in whole/small group settings</li> </ol>	<ol style="list-style-type: none"> <li>Formal/Informal Observations                             <ol style="list-style-type: none"> <li>Nurse Responses promote student intellectual, risk-taking</li> </ol> </li> </ol>		
<b>Notes</b> →				
2c. Following health protocols and procedures	Nurse's procedures for the nursing office are nonexistent or in disarray	Nurse has rudimentary and partially successful procedures for the nursing office.	Nurse's procedures for the nursing office work effectively.	Nurse's procedures for the nursing office are seamless, anticipating unexpected situations.
<b>Evidence</b> →	<ol style="list-style-type: none"> <li>Formal/Informal Observations</li> </ol>			

Component	Unsatisfactory	Basic	Proficient	Distinguished
	2. One-to-one/Small Group Procedures			
<b>Notes</b> →				
2d. Supervising health associates	No guidelines for delegated duties have been established, or the guidelines are unclear. Nurse does not monitor associates' activities.	Nurse's efforts to establish guidelines for delegated duties are partially successful. Nurse monitors associates' activities sporadically.	Nurse has established guidelines for delegated duties and monitors associates' activities.	Associates work independently, indicating clear guidelines for their work. Nurse's supervision is subtle and professional.
<b>Evidence</b> →	3. Formal/Informal Observations			
	1. Written Expectations 2. Discussion/Comments			
<b>Notes</b> →				
Component	Unsatisfactory	Basic	Proficient	Distinguished
2e. Organizing physical space	Nurse's office is in disarray or is inappropriate to the planned activities. Medications are not properly stored.	Nurse attempts to create a well-organized physical environment, but is partially successful. Medications are stored properly but are difficult to find.	Nurse's office is well-organized and is appropriate to the planned activities. Medications are properly stored and well-organized.	Nurse's office is efficiently organized and is highly appropriate to the planned activities. Medications are properly stored and well-organized.
<b>Evidence</b> →	1. Formal and informal observations of the physical space. a. Are students visible to Nurse? b. Does the arrangement of furniture support communication?			
	2. Organization and Neatness of Room			
	3. Nurse documentation/reporting of adaptations to meet student needs			
<b>Notes</b> →				

**Domain 3: Delivery of Service**

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a. Assessing student needs	Nurse does not assess student needs, or the assessments result in inaccurate conclusions.	Nurse's assessments of student needs are perfunctory.	Nurse assesses student needs and knows the range of student needs in the school.	Nurse conducts detailed and individualized assessment of student needs to contribute to program planning.
<b>Evidence</b> →	<ol style="list-style-type: none"> <li>1. Formal / Informal Observations</li> <li>2. Evidence of student growth (data)</li> </ol>	<ol style="list-style-type: none"> <li>3. Materials / documents utilized to differentiate</li> <li>4. Language that demonstrates respect and empathy</li> </ol>		
<b>Notes</b> →				
3b. Administering medications to students	Medications are administered with no regard to state or district policies.	Medications are administered by designated individuals, but signed release forms are not conveniently stored.	Medications are administered by designated individuals, and signed release forms are conveniently stored and available when needed.	Medications are administered by designated individuals, and signed release forms are conveniently stored. Students take an active role in medication compliance.
<b>Evidence</b> →	<ol style="list-style-type: none"> <li>1. Formal / Informal Observations               <ol style="list-style-type: none"> <li>a. Student Intellectual Risk-Taking is promoted (respectful responses to student questions)</li> </ol> </li> <li>2. Evidence of student growth (data)</li> </ol>			
<b>Notes</b> →				

Component	Unsatisfactory	Basic	Proficient	Distinguished
3c. Promoting wellness through classes or classroom presentations	Nurse's work with students in classes fails to promote wellness.	Nurse's efforts to promote wellness through classroom presentations are partially effective.	Nurse's classroom presentations result in students acquiring the knowledge and attitudes that help them adopt a healthy lifestyle.	Nurse's classroom presentations for wellness are effective, and students assume an active role in the school in promoting a healthy lifestyle.
<b>Evidence</b> →	<ol style="list-style-type: none"> <li>Formal / Informal Observations</li> <li>Evidence of student growth (data)</li> </ol>			
<b>Notes</b> →				
3d. Managing emergency situations	Nurse has no contingency plans for emergency situations.	Nurse's plans for emergency situations have been developed for the most frequently occurring situations but not others.	Nurse's plans for emergency situations have been developed for many situations.	Nurse's plans for emergency situations have been developed for many situations. Students and teachers have learned their responsibilities in case of emergencies.
<b>Evidence</b> →	<ol style="list-style-type: none"> <li>Records of communications with other programs and agencies</li> <li>Emergency records/materials</li> <li>Formal and informal observation</li> <li>Anecdotal Records</li> </ol>			
<b>Notes</b> →				
Component	Unsatisfactory	Basic	Proficient	Distinguished
3e. Demonstrating flexibility and responsiveness	Nurse adheres to the plan of program, in spite of evidence of its inadequacy.	Nurse makes modest changes in the nursing program when confronted with evidence of the need for change.	Nurse makes revisions in the nursing program when they are needed.	Nurse is continually seeking ways to improve the nursing program and makes changes as needed in response to student, parent, or teacher input.

<b>Evidence</b> →	1. Formal / Informal Observations	2. Anecdotal records	3. Respectful feedback that promotes growth	
<b>Notes</b> →				
<b>Component</b> 3f. Collaborating with teachers to develop specialized educational programs and services for students with diverse medical needs	<b>Unsatisfactory</b> Nurse declines to collaborate with classroom teachers to develop specialized educational programs	<b>Basic</b> Nurse collaborates with classroom teachers in developing instructional lessons and units when specifically asked to do so.	<b>Proficient</b> Nurse initiates collaboration with classroom teachers in developing instructional lessons and units.	<b>Distinguished</b> Nurse initiates collaboration with classroom teachers in developing instructional lessons and units, locating additional resources from outside the school.
<b>Evidence</b> →	1. Formal / Informal Observations	2. Anecdotal records		
<b>Notes</b> →				

**Domain 4: Professional Responsibilities**

Component	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on practice	Nurse does not reflect on practice, or the reflections are inaccurate or self-serving.	Nurse's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Nurse's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Nurse makes some specific suggestions as to how the nursing program might be improved.	Nurse's reflection is highly accurate and perceptive, citing specific examples. Nurse draws on an extensive repertoire to suggest alternative strategies.
<b>Evidence</b> →	1. Reflective Journal	2. Reflections on Observations	3. Informal Discussions 4. Pre/Post Observation meetings	
<b>Notes</b> →				
4b: Maintaining health records in accordance with policy and submitting reports in a timely fashion	Nurse's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Nurse's reports, records, and documentation are generally accurate but are occasionally late.	Nurse's reports, records, and documentation are accurate and are submitted in a timely manner.	Nurse's approach to record keeping is highly systematic and efficient and serves as a model for colleagues across the school.
<b>Evidence</b> →	1. Records and documentation	2. Permanent records updated in accordance with district procedures.	3. System: In place for anecdotal records 4. Appropriate documentation for IEP and I&RS meetings	
Component	Unsatisfactory	Basic	Proficient	Distinguished
4c: Communicating with families	Nurse provides no information to families, either about the nursing program as a whole or about individual students.	Nurse provides limited though accurate information to families about the nursing program as a whole and about individual students.	Nurse provides thorough and accurate information to families about the nursing program as a whole and about individual students.	Nurse is proactive in providing information to families about the nursing program and about individual students through a variety of means.
<b>Evidence</b> →	1. Phone Log	2. Communication with Parents/Guardians with Special Needs (i.e. another language)	3. Appropriate use of email correspondence (i.e. not used for sensitive information) 4. Communication conducted during appropriate times and in appropriate locations	
<b>Notes</b> →				

<p>4d. Participating in a professional community</p>	<p>Nurse's relationships with colleagues are negative or self-serving, and nurse avoids being involved in school and district events and projects.</p>	<p>Nurse's relationships with colleagues are cordial, and nurse participates in school and district events and projects when specifically requested to do so.</p>	<p>Nurse makes a substantial contribution to school and district events and projects and assumes leadership role with colleagues.</p>	
<p><b>Evidence</b> →</p>	<p>1. Participation in school and district based committees  a. Affirmative Action  b. School Based Professional Development  c. Professional Learning Communities</p>	<p>2. Providing Professional Development (turn-key, sharing expertise with staff)  3. Documentation related to PLC  4. Documentation of Independent Study (i.e. research, professional articles read, etc)</p>	<p>5. Offering PD courses  6. Documentation of service to school, including but not limited to PTA events  7. Serving as a mentor  8. Hosting a student nurse/field placement student  <i>Note: Documentation can include: notes received, anecdotal records, meeting minutes, logs.</i></p>	
<p><b>Notes</b> →</p>	<p>1.</p>			
<p><b>Component</b></p>	<p><b>Unsatisfactory</b></p>	<p><b>Basic</b></p>	<p><b>Proficient</b></p>	<p><b>Distinguished</b></p>
<p>4e. Engaging in professional development</p>	<p>Nurse does not participate in professional development activities, even when such activities are clearly needed for the development of nursing skills.</p>	<p>Nurse's participation in professional development activities is limited to those that are convenient or are required.</p>	<p>Nurse seeks out opportunities for professional development based on an individual assessment of need.</p>	<p>Nurse actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.</p>
<p><b>Evidence</b> →</p>	<p>1. Professional Development Pursued  2. Professional Development Provided  3. Providing Professional Development (turn-key, sharing expertise with staff)  4. Fostering dialogue with peers and administration regarding practices  5. Conducting research (i.e. action research)</p>			
<p><b>Notes</b> →</p>				



<p>4f. Showing professionalism</p>	<p>Nurse displays dishonesty in interactions with colleagues, students and the public; violates principles of confidentiality</p>	<p>Nurse is honest in interactions with colleagues, students, and the public; does not violate confidentiality</p>	<p>Nurse displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed</p>	<p>Nurse can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.</p>
<p><b>Evidence</b> →</p>	<p>1. Verbal, written and digital communication demonstrate ethical conduct.  a. Standards of honesty, integrity &amp; confidentiality are held high</p> <p>2. Communication is timely and conducted with appropriate / relevant staff in venues that ensure confidentiality is maintained.</p> <p>3. Formal / Informal observations</p>			
<p><b>Notes</b> →</p>				

**RUBRIC FOR LIBRARY MEDIA SPECIALISTS (LMS)  
DOMAIN 1: PLANNING AND PREPARATION**

**L E V E L O F P E R F O R M A N C E**

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT (BASIC)	PROFICIENT	DISTINGUISHED
<p><b>1a: Demonstrating knowledge of current trends in library media practice, information technology, and literature</b></p>	<p>Library Media Specialist demonstrates little or no understanding of library and information science, of current trends of practice in information technology, and displays little or no knowledge of age-appropriate literature.</p>	<p>Library Media Specialist demonstrates limited knowledge of library and information science, of current trends of practice in information technology, and limited knowledge of age-appropriate literature.</p>	<p>Library Media Specialist demonstrates solid knowledge of library and information science, of current trends of practice in information technology, and a thorough knowledge of age-appropriate literature.</p>	<p>Library Media Specialist demonstrates an extensive knowledge of library and information science, of current trends of practice in information technology, an expansive knowledge of age-appropriate literature, and develops meaningful connections to practice for various groups and individual teachers and students.</p>
<p><b>1a: Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>• The LMS does not utilize professional sources.</li> <li>• The LMS does not read age-appropriate literature.</li> <li>• The LMS does not utilize print and/or electronic resources addressing current trends in practice and information technology.</li> </ul>	<ul style="list-style-type: none"> <li>• The LMS does not consistently identify professional sources.</li> <li>• The LMS is inconsistent in reading age-appropriate literature for a variety of different types of learners.</li> <li>• The LMS seldom utilizes print and/or electronic resources addressing current trends in practice and information technology.</li> </ul>	<ul style="list-style-type: none"> <li>• The LMS seeks recommendations for exemplary literature from professional sources.</li> <li>• The LMS is well-versed in age-appropriate literature for a variety of different types of learners.</li> <li>• The LMS consults varied print and/or electronic resources addressing current trends in practice and information technology.</li> </ul>	<ul style="list-style-type: none"> <li>• The LMS seeks recommendations for exemplary literature from a variety of professional sources.</li> <li>• The LMS is well-versed in age-appropriate literature for a variety of different types of learners and advises students on selection of the reading material in consideration of diversity.</li> <li>• The LMS consults varied print and/or electronic resources addressing current trends in practice and information and uses the information with targeted groups of teachers and students.</li> </ul>

<p><b>1b: Demonstrating knowledge of students and how the library media program can address their needs</b></p>	<p>Library Media Specialist makes little or no attempt to acquire knowledge of the students' developmental levels, basic skills, backgrounds, and interests, as well as abilities and special needs. Library Media Specialist does not understand the need for this information in planning and developing the collection.</p>	<p>Library Media Specialist demonstrates some knowledge of the students' developmental levels, basic skills, backgrounds, and interests, as well as abilities and special needs. Library Media Specialist occasionally applies this knowledge in planning for instruction, promoting reading, and developing the resource collection.</p>	<p>Library Media Specialist demonstrates adequate knowledge of the students' developmental levels, basic skills, backgrounds, and interests, as well as abilities and special needs. Library Media Specialist uses this knowledge in planning for instruction, promoting reading, and developing the resource collection.</p>	<p>Library Media Specialist demonstrates thorough knowledge of the students' developmental levels, basic skills, backgrounds, and interests, as well as abilities and special needs. Library Media Specialist employs intentional strategies to use this knowledge to personalize planning for different populations/grades/content areas in instruction, promoting reading, and developing the resource collection.</p>
<p><b>1b: Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>The LMS is unaware of student interests, cultural backgrounds, and special needs.</li> <li>The LMS cannot identify concepts of the school's content standards and their relationships to library instruction.</li> <li>The LMS does not provide explanations of the content.</li> <li>The LMS does not answer questions from students accurately.</li> </ul>	<ul style="list-style-type: none"> <li>The LMS recognizes that children have different interests, abilities, and cultural backgrounds but rarely draws upon that knowledge.</li> <li>The LMS can identify concepts of the school's content standards and their relationships to the library media program.</li> <li>The LMS provides some explanations of the content.</li> <li>The LMS answers questions from students accurately.</li> </ul>	<ul style="list-style-type: none"> <li>The LMS gathers information from several sources about individual students' backgrounds, cultures, skills, language proficiencies, interests, and special needs.</li> <li>The LMS can identify important concepts of the school's content standards and their relationship to the library media program.</li> <li>The LMS accurately answers questions from members of the learning community and provides feedback.</li> </ul>	<ul style="list-style-type: none"> <li>The LMS purposefully gathers information from several sources about individual students' backgrounds, cultures, skills, language proficiencies, interests, and special needs.</li> <li>The LMS can identify important concepts in the school's content standards and applies that knowledge to individualize library programming and instruction.</li> <li>The LMS consistently provides clear explanations of the content.</li> <li>The LMS has an established plan for providing communication to students.</li> </ul>
<p><b>1c: Establishing goals for the library media program appropriate to the setting and the learning community served</b></p>	<p>Library Media Specialist has no clear goals for the library media program, or they are inappropriate for the school setting.</p>	<p>Library Media Specialist's goals for the library media program are rudimentary and are partially suitable to the school setting.</p>	<p>Library Media Specialist's short- and long-range goals for the library media program are clear and appropriate for the school setting.</p>	<p>Library Media Specialist's goals for the library media program are highly appropriate for the school setting and have been developed in collaboration with members of the learning community.</p>

<p><b>1c: Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>The LMS does not have short- and long-range goals for the library media program.</li> <li>The LMS does not communicate with members of the learning community to promote collaboratively developed instructional activities and units.</li> </ul>	<ul style="list-style-type: none"> <li>The LMS has undeveloped short- and long-range goals for the library media program.</li> <li>The LMS rarely communicates with members of the learning community to promote collaboratively developed instructional activities and units.</li> </ul>	<ul style="list-style-type: none"> <li>The LMS has short- and long-range goals for the library media program.</li> <li>The LMS communicates with members of the learning community to promote collaboratively developed instructional activities and units.</li> </ul>	<ul style="list-style-type: none"> <li>The LMS seeks feedback from members of the learning community prior to the development of short- and long-range goals for the library media program.</li> <li>The LMS communicates short- and long-range goals for the library media program to the learning community.</li> <li>The LMS actively seeks opportunities to collaborate with members of the learning community in implementing or modifying short- and long-range goals.</li> </ul>
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**RUBRIC FOR LIBRARY MEDIA SPECIALISTS (LMS)**  
**DOMAIN 1: PLANNING AND PREPARATION (continued)**

**L E V E L O F P E R F O R M A N C E**

	UNSATISFACTORY	NEEDS IMPROVEMENT (BASIC)	PROFICIENT	DISTINGUISHED
<p><b>COMPONENT</b></p> <p><b>1d: Designing a coherent library media program integrated with the overall school program within budgetary guidelines</b></p>	<p>Library Media Specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals. Library Media Specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.</p>	<p>Library Media Specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals. Library Media Specialist collaborates with classroom teachers in the design of instructional activities when requested.</p>	<p>Library Media Specialist develops a collection and program that is diverse in scope and reflective of district and professional guidelines and that effectively organizes information for access. Library Media Specialist initiates collaboration with classroom teachers in the design of instructional activities.</p>	<p>Library Media Specialist is fully aware of resources available for students and teachers and advocates for and actively seeks out new resources from a wide range of sources to enrich the school's program. Library Media Specialist initiates collaboration with classroom teachers in the design of standards-based instructional activities and selects professional resources to enrich teaching and learning.</p>
<p><b>1d: Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>The LMS rarely plans activities and/or selects resources to align with the overall school program, the needs of the learning community, and the library media program.</li> <li>The LMS is unaware of resources available in (and beyond) the district.</li> <li>The LMS does not refer to district and professional guidelines when selecting and weeding materials.</li> <li>The LMS does not analyze, evaluate, and replace/supplement items within the collection.</li> </ul>	<ul style="list-style-type: none"> <li>The LMS occasionally plans activities and/or selects resources to align with the overall school program, the needs of the learning community, and the library media program.</li> <li>The LMS is aware of resources available in (and beyond) the district.</li> <li>The LMS inconsistently refers to district and professional guidelines when selecting and weeding materials.</li> <li>The LMS inconsistently analyzes, evaluates, and replaces/supplements items within the collection.</li> </ul>	<ul style="list-style-type: none"> <li>The LMS plans activities and/or selects resources to align with the overall school program, the needs of the learning community, and the library media program.</li> <li>The LMS communicates information about resources available in (and beyond) the district with members of the learning community.</li> <li>The LMS routinely refers to district and professional guidelines when selecting and weeding materials.</li> <li>The LMS annually analyzes, evaluates, and replaces/supplements items within the collection.</li> </ul>	<ul style="list-style-type: none"> <li>The LMS plans for activities that provide opportunities for student-directed learning.</li> <li>The LMS maximizes current resources and advocates for a resource-rich environment.</li> <li>The LMS seeks input and involvement from members of the learning community when selecting materials.</li> <li>The LMS consults professional resources when weeding materials.</li> <li>The LMS seeks additional funding sources to replace and supplement items within the collection.</li> </ul>

<p><b>1e: Developing a plan to evaluate the library media program</b></p>	<p>Library Media Specialist has no plan to evaluate the library media program or resists suggestions that such an evaluation is important.</p>	<p>Library Media Specialist has a rudimentary plan to evaluate the library media program with limited sources of evidence in which to measure effectiveness.</p>	<p>Library Media Specialist's plan to evaluate the library media program is organized around clear goals and several sources of evidence to indicate the degree to which the goals have been met.</p>	<p>Library Media Specialist's evaluation plan is integrated within the library's programs and services and there is a clear path toward improving the program on an ongoing basis. Ongoing feedback from staff and students is used to assess and improve the library media program.</p>
<p><b>1e: Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>• The LMS has no plan to evaluate the library media program.</li> <li>• The LMS resists the suggestion that such an evaluation is necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• The LMS has an incomplete plan to evaluate the library media program.</li> <li>• The LMS's plan does not address one or more of the following components: the evaluation of print and digital resources, usage of library services, state of the physical space, and alignment to the overall school program.</li> </ul>	<ul style="list-style-type: none"> <li>• The LMS has a plan to evaluate the library media program.</li> <li>• The LMS's plan incorporates the evaluation of print and digital resources, usage of library services, state of the physical space, and alignment to the overall school program.</li> </ul>	<ul style="list-style-type: none"> <li>• The LMS develops quantitative and qualitative tools to collect data for evaluating the library media program.</li> <li>• The LMS identifies steps to move the library media program forward in response to the data collected.</li> <li>• The LMS makes recommendations based on data for improvements to library services.</li> </ul>

**RUBRIC FOR LIBRARY MEDIA SPECIALISTS (LMS)  
DOMAIN 2: THE ENVIRONMENT**

**L E V E L O F P E R F O R M A N C E**

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT (BASIC)	PROFICIENT	DISTINGUISHED
<p><b>2a: Creating an environment of respect and rapport</b></p>	<p>Interactions, both between the Library Media Specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.</p>	<p>Interactions, both between the Library Media Specialist and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.</p>	<p>Interactions, both between the Library Media Specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.</p>	<p>Interactions among the Library Media Specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and personalized knowledge of students' cultures and levels of development. Students and staff exhibit a high regard for the Library/Media Specialist.</p>
<p><b>2a: Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>• The LMS uses disrespectful talk toward students; student body language indicates feelings of hurt or insecurity.</li> <li>• Students use disrespectful talk toward one another with no response from the LMS.</li> <li>• The LMS displays no familiarity with or caring about individual students' interests or personalities.</li> </ul>	<ul style="list-style-type: none"> <li>• The quality of interactions between the LMS and students, or among students, is inconsistent, with occasional disrespect.</li> <li>• The LMS attempts to respond to disrespectful behavior among students with inconsistent results.</li> <li>• The LMS attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful.</li> </ul>	<ul style="list-style-type: none"> <li>• Interactions between the LMS and students and among students are uniformly respectful.</li> <li>• The LMS responds to disrespectful behavior among students.</li> <li>• The LMS makes connections with individual students.</li> </ul>	<ul style="list-style-type: none"> <li>• The LMS demonstrates knowledge and caring about individual students' lives beyond school.</li> <li>• When necessary, students correct one another in their conduct toward classmates.</li> <li>• There is little or no disrespectful behavior among students.</li> <li>• The LMS's reaction to a student's incorrect response respects the student's dignity.</li> <li>• Students consistently self-manage their behavior while in the library.</li> </ul>

**RUBRIC FOR LIBRARY MEDIA SPECIALISTS (LMS)**  
**DOMAIN 2: THE ENVIRONMENT (continued)**

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT (BASIC)	PROFICIENT	DISTINGUISHED
<b>2b: Establishing a culture for learning</b>	Library Media Specialist maintains a controlling and stifling environment not conducive to learning.	Library Media Specialist maintains an environment that is inconsistent with expectations in regards to how students use the library appropriately.	Library Media Specialist maintains an environment that is inviting, flexible, and attractive with expectations that students be productively engaged in the library environment.	Library Media Specialist maintains an environment that is inviting, flexible, and attractive with expectations that students are curious, on task, and value the library. Students self-monitor their work within the library environment and seek help from the Library Media Specialist without prompting and as needed.
<b>2b: Critical Attributes</b>	<ul style="list-style-type: none"> <li>The LMS does not communicate the importance of seeking information.</li> <li>The LMS does not promote reading as an integral part of learning and personal growth.</li> <li>The LMS does not model the productive use of technology.</li> </ul>	<ul style="list-style-type: none"> <li>The LMS communicates the importance of seeking information, but the process is unstructured.</li> <li>The LMS inconsistently promotes reading as an integral part of learning and personal growth.</li> <li>The LMS inconsistently models the productive use of technology.</li> </ul>	<ul style="list-style-type: none"> <li>The LMS uses a variety of techniques to create a learning-rich library environment.</li> <li>The LMS communicates the importance of systematically seeking information.</li> <li>The LMS directs initiatives that promote reading as an integral part of learning and personal growth.</li> <li>The LMS models productive use of information technology.</li> </ul>	<ul style="list-style-type: none"> <li>The LMS advocates for the evaluation of and access to a variety of information resources.</li> <li>The LMS models effective information-seeking behaviors for students.</li> <li>The LMS models an appreciation for the importance of reading through the development of a variety of activities and events.</li> <li>The LMS advocates for existing and emerging technologies to be integrated into learning experiences.</li> </ul>



**RUBRIC FOR LIBRARY MEDIA SPECIALISTS (LMS)  
DOMAIN 2: THE ENVIRONMENT (continued)**

**L E V E L O F P E R F O R M A N C E**

**D I S T I N G U I S H E D**

**P R O F I C I E N T**

**N E E D S I M P R O V E M E N T (B A S I C)**

**U N S A T I S F A C T O R Y**

**COMPONENT**

**2c: Establishing and maintaining library procedures, physical and virtual spaces, and supervising library paraprofessionals**

Library Media Center routines and procedures are either nonexistent or inefficient, resulting in general confusion. Available physical space is cluttered, unorganized, or dangerous. Library assistants are confused as to their roles.

Library Media Center routines and procedures have been established but function sporadically. Available physical space is organized to support library media priorities. Efforts to establish guidelines for library assistants are partially successful.

Library Media Specialist makes effective use of the procedures and physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use, and maintains virtual spaces. Library Media Center routines and procedures have been established and function smoothly. Library assistants are clear as to their duties.

Library Media Specialist effectively organizes the library procedures and space for safety, ease of traffic flow, and optimal learning. Physical resources, spaces for studying, space for learning activities, and space for library operations are well placed in locations that enhance their functions and that do not interfere with other functions. Library Media Center routines and procedures are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the Library Media Center.

**2c: Critical Attributes**

- The Library Media Center routines and procedures are not established.
- The Library Media Center's physical environment includes physical hazards, endangering student safety.
- The Library Media Center has incorrect or outdated signage.
- The Library Media Center does not have a webpage.
- The Library Media Assistant requires constant supervision to function within the library program.

- The Library Media Center routines and procedures need frequent reminders/re-teaching.
- The Library Media Center's physical environment is not an impediment to learning but does not enhance learning.
- The Library Media Center has limited but appropriate signage.
- The Library Media Center's webpage can be accessed from the school's website.
- The Library Media Assistant requires guidance to contribute to the success of the library program.

- The Library Media Center routines and procedures function smoothly.
- The Library Media Center is organized for safety, easy traffic flow, and learning.
- The Library Media Center has clear signage.
- The Library Media Center's webpage can be easily accessed.
- The Library Media Assistant contributes to the success of the library program.

- Members of the learning community can independently navigate the Library Media Center and utilize its resources.
- Members of the learning community take the initiative to ensure their time in the Library Media Center is used productively.
- The Library Media Center signage is updated on a regular basis, based upon changes in the center's resources and procedures.
- The Library Media Center's webpage provides access to

	<ul style="list-style-type: none"> <li>• online resources.</li> <li>• The Library Media Assistant takes initiative and contributes to the success of the library program.</li> </ul>			
<p><b>2d: Managing student behavior</b></p>	<p>Student behavior is generally appropriate. Library Media Specialist monitors student behaviors against established standards of conduct. Library Media Specialist's response to student misbehavior is consistent, proportionate, and respectful to students and is effective.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent. Library Media Specialist tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p>	<p>No standards of conduct have been established, or students challenge them. There is little or no Library Media Specialist monitoring of student behavior and response to students' misbehavior is repressive or disrespectful of student dignity.</p>	<p>Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Library Media Specialist's monitoring of student behavior is subtle and preventative. Library Media Specialist's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</p>
<p><b>2d: Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>• The LMS has clearly communicated expectations for student behavior.</li> <li>• Student behavior is consistently appropriate.</li> <li>• The LMS monitors student behavior and uses a variety of strategies to redirect inappropriate behavior.</li> <li>• Students self-monitor their behavior and model appropriate behavior for others.</li> </ul>	<ul style="list-style-type: none"> <li>• Standards of conduct have been established and are consistently practiced.</li> <li>• Student behavior is generally appropriate.</li> <li>• The LMS frequently monitors student behavior.</li> <li>• The LMS's response to student misbehavior is effective.</li> </ul>	<ul style="list-style-type: none"> <li>• Standards of conduct have been established but are not consistently practiced.</li> <li>• Student behavior is inconsistent.</li> <li>• The LMS attempts to maintain order in the library media setting, but with inconsistent success.</li> <li>• The LMS inconsistently addresses students' positive behavior/choices.</li> </ul>	<ul style="list-style-type: none"> <li>• The library media setting is chaotic with no apparent standards of conduct because students are unaware of expectations.</li> <li>• The LMS does not monitor student behavior.</li> <li>• Some students violate standards of conduct, without apparent LMS awareness.</li> <li>• When the LMS notices student misbehavior, s/he appears helpless to do anything about it.</li> </ul>

**RUBRIC FOR LIBRARY MEDIA SPECIALISTS (LMS)  
DOMAIN 3: DELIVERY OF SERVICE**

		L E V E L O F P E R F O R M A N C E			
		UNSATISFACTORY	NEEDS IMPROVEMENT (BASIC)	PROFICIENT	DISTINGUISHED
<b>3a: Communicating with members of the learning community</b>		Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The Library Media Specialist's use of oral and written communication contains errors or is inappropriate for students' cultures or levels of development or for staff understanding.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion. The Library Media Specialist's oral and written communication is correct but may not be completely appropriate for students' cultures or levels of development or for staff understanding.	Expectations for learning, directions and procedures, and explanations of content are clear to all members of the learning community. The Library Media Specialist's oral and written communication is appropriate for students' cultures and levels of development, for staff understanding, and for use of information.	Expectations for learning, directions and procedures, and explanations of content are clear and documented for all members of the learning community. The Library Media Specialist's oral and written communication is clear and expressive, appropriate for students' cultures and levels of development, and anticipates possible student and/or staff misconceptions.
<b>3a: Critical Attributes</b>		<ul style="list-style-type: none"> <li>The LMS does not communicate with learning community.</li> <li>The LMS uses inappropriate vocabulary for the audience or cultures being addressed.</li> </ul>	<ul style="list-style-type: none"> <li>The LMS inconsistently and/or ineffectively communicates with learning community.</li> <li>The LMS is inconsistent in use of appropriate vocabulary for the audience or cultures being addressed.</li> </ul>	<ul style="list-style-type: none"> <li>The LMS consistently and clearly communicates with learning community.</li> <li>The LMS uses appropriate vocabulary for the audience and cultures being addressed.</li> </ul>	<ul style="list-style-type: none"> <li>The LMS is proactive and efficient in communication with all members of the learning community.</li> <li>The LMS uses rich and appropriate language for varying audiences and cultures.</li> </ul>

<p><b>3b: Using questioning and research techniques</b></p>	<p>Library Media Specialist does not use questions effectively and usually tells students what to do or leaves them on their own.</p> <ul style="list-style-type: none"> <li>The LMS does nothing to encourage members of the learning community to read independently.</li> <li>The LMS does not provide instruction in the use of technology for research.</li> <li>The LMS limits learning to rote tasks.</li> </ul>	<p>Library Media Specialist asks questions that guide students and help them think about their research topic.</p> <ul style="list-style-type: none"> <li>The LMS occasionally motivates members of the learning community to read a variety of materials for research.</li> <li>The LMS is inconsistent in providing instruction in the use of technology for research.</li> <li>The LMS rarely uses open-ended probing questions when guiding students' research.</li> </ul>	<p>Library Media Specialist often uses open-ended and probing questions to guide students' inquiry and to help students think critically as they formulate their own questions about their research topic.</p> <ul style="list-style-type: none"> <li>The LMS motivates members of the learning community to read a variety of materials for research.</li> <li>The LMS provides guided instruction in the use of technology for research.</li> <li>The LMS uses open-ended probing questions when guiding students' research.</li> </ul>	<p>Library Media Specialist nearly always uses open-ended and probing questions to guide students' inquiry and to help students think critically as they formulate pertinent questions about their research topic. Students are able to refine their research techniques and strategies and extend their own language through the research process.</p> <ul style="list-style-type: none"> <li>Members of the learning community independently seek and use a variety of print and digital materials for research.</li> <li>Members of the learning community independently interact with technology and one another to enrich and extend their research.</li> <li>The LMS supports open-ended tasks that have multiple correct responses or approaches, and/or demand higher-order thinking.</li> </ul>
<p><b>3b: Critical Attributes</b></p>	<p>Students are not engaged with literature or in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.</p> <ul style="list-style-type: none"> <li>The LMS does little or nothing to promote reading for enjoyment.</li> <li>The LMS provides no instruction on the use of information technology.</li> </ul>	<p>Only some students are engaged with literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.</p> <ul style="list-style-type: none"> <li>The LMS employs limited or inconsistent strategies to promote reading for enjoyment.</li> <li>The LMS is inconsistent in providing instruction on the effective use of information technology.</li> </ul>	<p>Students are engaged with literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.</p> <ul style="list-style-type: none"> <li>The LMS employs a variety of strategies to promote reading for enjoyment.</li> <li>The LMS provides guided instruction on the effective use of information technology.</li> </ul>	<p>Students are highly engaged with literature and in learning information skills and take initiative in ensuring the engagement of their peers.</p> <ul style="list-style-type: none"> <li>The LMS consistently utilizes individualized strategies to promote reading for enjoyment.</li> <li>The LMS promotes the independent use of information technology among students.</li> </ul>
<p><b>3c: Engaging students with literature and in learning information skills</b></p>	<p>Students are not engaged with literature or in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.</p> <ul style="list-style-type: none"> <li>The LMS does little or nothing to promote reading for enjoyment.</li> <li>The LMS provides no instruction on the use of information technology.</li> </ul>	<p>Only some students are engaged with literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.</p> <ul style="list-style-type: none"> <li>The LMS employs limited or inconsistent strategies to promote reading for enjoyment.</li> <li>The LMS is inconsistent in providing instruction on the effective use of information technology.</li> </ul>	<p>Students are engaged with literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.</p> <ul style="list-style-type: none"> <li>The LMS employs a variety of strategies to promote reading for enjoyment.</li> <li>The LMS provides guided instruction on the effective use of information technology.</li> </ul>	<p>Students are highly engaged with literature and in learning information skills and take initiative in ensuring the engagement of their peers.</p> <ul style="list-style-type: none"> <li>The LMS consistently utilizes individualized strategies to promote reading for enjoyment.</li> <li>The LMS promotes the independent use of information technology among students.</li> </ul>
<p><b>3c: Critical Attributes</b></p>	<p>Students are not engaged with literature or in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.</p> <ul style="list-style-type: none"> <li>The LMS does little or nothing to promote reading for enjoyment.</li> <li>The LMS provides no instruction on the use of information technology.</li> </ul>	<p>Only some students are engaged with literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.</p> <ul style="list-style-type: none"> <li>The LMS employs limited or inconsistent strategies to promote reading for enjoyment.</li> <li>The LMS is inconsistent in providing instruction on the effective use of information technology.</li> </ul>	<p>Students are engaged with literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.</p> <ul style="list-style-type: none"> <li>The LMS employs a variety of strategies to promote reading for enjoyment.</li> <li>The LMS provides guided instruction on the effective use of information technology.</li> </ul>	<p>Students are highly engaged with literature and in learning information skills and take initiative in ensuring the engagement of their peers.</p> <ul style="list-style-type: none"> <li>The LMS consistently utilizes individualized strategies to promote reading for enjoyment.</li> <li>The LMS promotes the independent use of information technology among students.</li> </ul>

**RUBRIC FOR LIBRARY MEDIA SPECIALISTS (LMS)**  
**DOMAIN 3: DELIVERY OF SERVICE (continued)**

**L E V E L O F P E R F O R M A N C E**

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT (BASIC)	PROFICIENT	DISTINGUISHED
<p><b>3d: Using assessment in instruction (whole class, small group, and one-on-one)</b></p>	<p>Assessment is not used in instruction, either through monitoring of progress by the classroom teacher, Library Media Specialist, or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work.</p>	<p>Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher, Library Media Specialist, and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.</p>	<p>Formative and summative assessments are regularly used in instruction, through self-assessment by students; monitoring of progress of learning by the teacher, Library Media Specialist, and/or students; and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.</p>	<p>Formative and summative assessments are used in a developmentally appropriate manner during the learning cycle through student involvement in establishment of the assessment criteria; self-assessment by students; progress checks by students, teacher, and the Library Media Specialist; and high-quality feedback to students from a variety of sources.</p>
<p><b>3d: Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>• Assessment is not a part of the teaching/learning cycle.</li> <li>• The LMS does not articulate learning targets for tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of student progress is limited.</li> <li>• The LMS articulates vague learning targets for specific tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment is based on observation of student progress.</li> <li>• The LMS articulates learning targets for specific tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment is individualized and continuous.</li> <li>• The LMS utilizes methods for peer group assessment.</li> </ul>

**RUBRIC FOR LIBRARY MEDIA SPECIALISTS (LMS)**  
**DOMAIN 3: DELIVERY OF SERVICE (continued)**

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT (BASIC)	PROFICIENT	DISTINGUISHED
<b>3e: Demonstrating flexibility and responsiveness</b>	Library Media Specialist does not make changes to the library media program even when evidence of inadequate approaches is provided.	Library Media Specialist makes modest changes to the library media program when prompted with the need for change.	Library Media Specialist makes revisions to the library media program as needed.	Library Media Specialist is continually seeking ways to improve the library media program and makes changes as needed in response to input from the learning community.
<b>3e: Critical Attributes</b>	<ul style="list-style-type: none"> <li>The LMS does not make changes to short- and long-range goals and aligned activities for the library media program.</li> </ul>	<ul style="list-style-type: none"> <li>The LMS rarely revisits short- and long-range goals and aligned activities for the library media program.</li> </ul>	<ul style="list-style-type: none"> <li>The LMS revisits the short- and long-range goals and aligned activities for the library media program.</li> </ul>	<ul style="list-style-type: none"> <li>The LMS seeks qualitative and quantitative data from members of the learning community to adjust short- and long-range goals and aligned activities for the library media program.</li> </ul>

**RUBRIC FOR LIBRARY MEDIA SPECIALISTS (LMS)  
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT (BASIC)	PROFICIENT	DISTINGUISHED
4a: Reflecting on practice	Library Media Specialist rarely reflects on the effectiveness of services, resources, and instructional strategies.	Library Media Specialist sometimes reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program.	Library Media Specialist often reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program. The Library Media Specialist considers changes necessary to ensure that future needs are met for a growing, dynamic program.	Library Media Specialist is constantly reflecting on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program. The Library Media Specialist regularly determines and shares changes necessary to ensure that future needs are met for an expanding, dynamic program.
4a: Critical Attributes	<ul style="list-style-type: none"> <li>The LMS rarely draws correct conclusions about the effectiveness of library facilities and services.</li> <li>The LMS does not identify ways to modify and improve future library services.</li> </ul>	<ul style="list-style-type: none"> <li>The LMS has a general sense of the effectiveness of library facilities and services.</li> <li>The LMS offers general modifications to improve future library services.</li> </ul>	<ul style="list-style-type: none"> <li>The LMS deliberately assesses the effectiveness of library facilities and services.</li> <li>The LMS identifies specific ways to modify and improve future library services needs.</li> </ul>	<ul style="list-style-type: none"> <li>The LMS is constantly reflecting on the effectiveness of programming and services and uses data to support future changes.</li> <li>The LMS continually advocates for improvement of library program and services.</li> </ul>

**RUBRIC FOR LIBRARY MEDIA SPECIALISTS (LMS)**  
**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES (continued)**

		L E V E L O F P E R F O R M A N C E			
COMPONENT		UNSATISFACTORY	NEEDS IMPROVEMENT (BASIC)	PROFICIENT	DISTINGUISHED
4b: Maintaining accurate library records	Library Media Specialist does not maintain accurate or current records.	Library Media Specialist maintains accurate, current, and accessible records that include a budget, a current catalog of resources, circulation records, an inventory of collections, and statistics of library use.	Library Media Specialist maintains accurate, current, and accessible records that include a budget, a current catalog of resources, circulation records, an inventory of collections, and statistics of library use.	Library Media Specialist maintains accurate, current, and easily accessible records that include a budget, a current catalog of resources, circulation and patron records, an inventory of collections, and statistics of library use.	
	<ul style="list-style-type: none"> <li>• There is no system to collect library data.</li> <li>• The LMS does not conduct inventory.</li> </ul>	<ul style="list-style-type: none"> <li>• The LMS maintains some library records.</li> <li>• The LMS does not have a consistent system in place to collect accurate library data.</li> <li>• The LMS conducts a partial inventory of the library.</li> </ul>	<ul style="list-style-type: none"> <li>• The LMS maintains catalog and circulation records.</li> <li>• The LMS maintains instructional and facilities use data.</li> <li>• The LMS conducts an annual inventory of library collections.</li> <li>• The LMS keeps accurate library budget records.</li> </ul>	<ul style="list-style-type: none"> <li>• The LMS has procedures in place to monitor library records and make continual and immediate adjustments to the library program.</li> <li>• The LMS aligns annual inventory of library collections with district initiatives and adjusts resources to support these initiatives.</li> </ul>	



**RUBRIC FOR LIBRARY MEDIA SPECIALISTS (LMS)  
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES (continued)**

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT (BASIC)	PROFICIENT	DISTINGUISHED
4c: Communicating with school staff and community	Library Media Specialist does not communicate with the school staff and community about the library program and services.	Library Media Specialist communicates inconsistently with the school staff and community to keep them informed and to promote the use of the library program, new resources, and services.	Library Media Specialist communicates with the school staff and community to keep them informed and to promote the use of the library program, new resources, and services.	Library Media Specialist effectively and consistently communicates with the school staff and community to keep them informed, and employs evidence to promote the effectiveness of instructional efforts based on professional resources to communicate the development of the library program, new resources, and services. The Library Media Specialist actively solicits feedback and input from the school's students and staff to improve the program and services.
4c: Critical Attributes	<ul style="list-style-type: none"> <li>The LMS provides little or no information about the library program to learning community.</li> <li>Communications with learning community are often culturally inappropriate.</li> </ul>	<ul style="list-style-type: none"> <li>The LMS occasionally makes information about the library program available to learning community.</li> <li>Some of the LMS's communications are inappropriate to the cultural norms of the learning community.</li> </ul>	<ul style="list-style-type: none"> <li>The LMS regularly makes information about the library program available to the learning community.</li> <li>The LMS's communications are appropriate to the cultural norms of the learning community.</li> </ul>	<ul style="list-style-type: none"> <li>The LMS uses a variety of methods to communicate with the learning community.</li> <li>The LMS's communications are always sensitive to the cultural norms of the learning community.</li> </ul>

**RUBRIC FOR LIBRARY MEDIA SPECIALISTS (LMS)**  
**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES (continued)**

**L E V E L O F P E R F O R M A N C E**

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT (BASIC)	PROFICIENT	DISTINGUISHED
4d: Engaging in professional community	Library Media Specialist's relationships with colleagues are frequently negative or self-serving, and the specialist avoids or refuses to be involved in school and district events and projects.	Library Media Specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Library Media Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Library Media Specialist makes a contribution to school and district events and projects and assumes leadership with colleagues.
4d: Critical Attributes	<ul style="list-style-type: none"> <li>The LMS's relationship with colleagues is characterized by negativity or combativeness.</li> <li>The LMS purposefully avoids collaboration.</li> <li>The LMS avoids involvement in school activities and district and community projects.</li> </ul>	<ul style="list-style-type: none"> <li>The LMS has pleasant relationships with colleagues.</li> <li>When invited, the LMS has collaborative relationships with colleagues.</li> <li>When asked, the LMS participates in school activities, as well as district and community projects.</li> </ul>	<ul style="list-style-type: none"> <li>The LMS has supportive and collaborative relationships with colleagues.</li> <li>The LMS volunteers to participate in school events and school district and community projects.</li> </ul>	<ul style="list-style-type: none"> <li>The LMS takes a leadership role in promoting collaborative relationships between LMS staff and district or school colleagues.</li> <li>The LMS takes a leadership role in promoting activities related to school and district events.</li> <li>The LMS contributes to and leads events that positively impact school life.</li> </ul>

**RUBRIC FOR LIBRARY MEDIA SPECIALISTS (LMS)**  
**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES (continued)**

		L E V E L O F P E R F O R M A N C E			
		UNSATISFACTORY	NEEDS IMPROVEMENT (BASIC)	PROFICIENT	DISTINGUISHED
<b>4e: Growing and developing professionally</b>	Library Media Specialist makes no attempt to go beyond what is required for maintaining certification. Library Media Specialist resists feedback on performance from supervisors and makes no effort to share knowledge with others or to assume professional responsibilities.	Library Media Specialist's participation in professional development activities is limited to those that are convenient or are required.	Library Media Specialist seeks out opportunities for professional development to enhance professional practice, welcomes opportunities for professional collaboration, and participates actively in assisting other educators.	Library Media Specialist provides a leadership role in seeking out professional development opportunities for increasing district library media approaches through professional reading, memberships, conferences, and action research. Library Media Specialist initiates important activities such as teaching workshops, grant writing, writing articles, and making presentations to contribute to the profession on a district, state, and/or national level.	Library Media Specialist provides a leadership role in seeking out professional development opportunities for increasing district library media approaches through professional reading, memberships, conferences, and action research. Library Media Specialist initiates important activities such as teaching workshops, grant writing, writing articles, and making presentations to contribute to the profession on a district, state, and/or national level.
<b>4e: Critical Attributes</b>	<ul style="list-style-type: none"> <li>• The LMS does not participate in professional development unless required.</li> <li>• The LMS does little or no collaboration.</li> <li>• The LMS makes no effort to participate in professional organizations.</li> </ul>	<ul style="list-style-type: none"> <li>• The LMS participates in professional development when required.</li> <li>• The LMS does not initiate collaboration.</li> <li>• The LMS rarely participates in professional organizations.</li> </ul>	<ul style="list-style-type: none"> <li>• The LMS seeks regular opportunities for professional development.</li> <li>• The LMS welcomes opportunities for professional collaboration.</li> <li>• The LMS participates in professional organizations.</li> </ul>	<ul style="list-style-type: none"> <li>• The LMS seeks regular opportunities for continued professional development.</li> <li>• LMS actively seeks feedback from supervisors and colleagues.</li> <li>• The LMS takes an active leadership role in professional organizations in order to contribute to the library media field.</li> </ul>	

**RUBRIC FOR LIBRARY MEDIA SPECIALISTS (LMS)  
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES (continued)**

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT (BASIC)	PROFICIENT	DISTINGUISHED
<b>4f: Showing professionalism</b>	Library Media Specialist does not advocate for students' rights or use good decision making. Library Media Specialist does not adhere to the professional ethics of librarianship and is dishonest with colleagues, students, and/or the public.	Library Media Specialist is an advocate for student learning and tries to make decisions in support of student and staff best interests. Library Media Specialist is knowledgeable in the ethics of librarianship but is inconsistent in following copyright law and adhering to the principles of the Library Bill of Rights and the American Library Association's Code of Ethics.	Library Media Specialist consistently supports and advocates for all students' right to learn through consistently appropriate decision making. Library Media Specialist is knowledgeable in the ethics of librarianship, follows copyright law, and adheres to the principles of the Library Bill of Rights and the American Library Association's Code of Ethics.	Library Media Specialist advocates for all students' need to learn through many different approaches and makes decisions based upon these individualized needs. Through teaching and practice, the Library Media Specialist demonstrates a commitment to the professional ethics of librarianship by following copyright law and by upholding and defending the principles of the Library Bill of Rights and the American Library Association's Code of Ethics.
<b>4f: Critical Attributes</b>	<ul style="list-style-type: none"> <li>The LMS is dishonest.</li> <li>The LMS engages in practices that are self-serving.</li> <li>The LMS does not notice the needs of students and/or colleagues.</li> <li>The LMS willfully rejects school district regulations.</li> </ul>	<ul style="list-style-type: none"> <li>The LMS is honest.</li> <li>The LMS makes decisions professionally but on a limited basis.</li> <li>The LMS does not notice that some school practices result in poor conditions for students and/or colleagues.</li> <li>The LMS complies with school district regulations.</li> </ul>	<ul style="list-style-type: none"> <li>The LMS is honest and known for having high standards of integrity.</li> <li>The LMS exhibits knowledge of ethics, equity, and diversity.</li> <li>The LMS actively works to provide opportunities for student and/or colleague success.</li> <li>The LMS follows copyright law, the Library Bill of Rights, and the American Library Association's Code of Ethics.</li> </ul>	<ul style="list-style-type: none"> <li>The LMS is considered a leader in terms of honesty, integrity, and confidentiality.</li> <li>The LMS leads by example on issues of ethics, equity, and diversity.</li> <li>The LMS makes a concerted effort to ensure opportunities are available for all students and/or colleagues to be successful.</li> <li>The LMS inspires the learning community to adhere to the ethical use of information and intellectual freedom.</li> </ul>

**RUBRIC FOR SCHOOL PSYCHOLOGISTS  
DOMAIN 1: PLANNING AND PREPARATION**

**L E V E L O F P E R F O R M A N C E**

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT (BASIC)	PROFICIENT	DISTINGUISHED
1a: Demonstrating knowledge of local, state, and federal regulations, and of academic and psychological supports within and beyond the school and district	<p>School Psychologist demonstrates little or no knowledge of local, state, and federal regulations and/or academic and psychological supports for students available through the school and district.</p>	<p>School Psychologist demonstrates basic knowledge of local, state, and federal regulations and of academic and psychological supports for students available through the school and district.</p>	<p>School Psychologist demonstrates thorough knowledge of local, state, and federal regulations, thorough knowledge of academic and psychological supports within the school and district, and some familiarity with resources outside the district.</p>	<p>School Psychologist demonstrates extensive knowledge of local, state, and federal regulations and also of academic and psychological supports within the school and district and outside the district.</p>
1a: Critical Attributes	<ul style="list-style-type: none"> <li>• State-level certification/license is absent, revoked, or expired.</li> <li>• Lacks current knowledge of federal, state, and local regulations.</li> <li>• Outdated references or disproven research and practices.</li> <li>• Provides no information regarding available academic or psychological supports for students within the school and district.</li> </ul>	<ul style="list-style-type: none"> <li>• State-level certification/license is maintained and current.</li> <li>• Provides but doesn't explain regulatory information (e.g., parent rights, Child Find, timelines).</li> <li>• Provides accurate but limited information regarding available academic or psychological supports for students (e.g., one resource only) within the school and district.</li> </ul>	<ul style="list-style-type: none"> <li>• State-level certification/license is maintained and current.</li> <li>• Speaks about regulations as they apply to evaluations, Child Find, and eligibility of students with disabilities.</li> <li>• Speaks about regulations as they apply to evaluations, Child Find, and eligibility of students with disabilities.</li> <li>• Provides comprehensive information about school and district resources.</li> <li>• Responds to parent request for community support by directing them appropriately to helpful resources.</li> </ul>	<ul style="list-style-type: none"> <li>• State-level certification/license is maintained and current.</li> <li>• Has achieved or maintained NCSP status.</li> <li>• Enhances others' knowledge about regulations.</li> <li>• Actively maintains current knowledge of resources and services available to students/families within and outside of school.</li> <li>• Is identifiable as a go-to person for resources and information and for academic and psychological supports.</li> </ul>

<p><b>1b: Demonstrating knowledge of child and adolescent development, learning, and psychopathology</b></p>	<p>School Psychologist demonstrates little or no knowledge of child and adolescent development, learning, and psychopathology.</p>	<p>School Psychologist demonstrates basic knowledge of child and adolescent development, learning, and psychopathology.</p>	<p>School Psychologist demonstrates thorough knowledge of child and adolescent development, learning, and psychopathology.</p>	<p>School Psychologist demonstrates extensive knowledge of child and adolescent development, learning, and psychopathology.</p>
<p><b>1b: Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>Does not know the basic tenets of child/adolescent development, learning, and psychopathology.</li> <li>Makes erroneous statements about child/adolescent development, learning, and psychopathology.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge is limited to that acquired during university training.</li> </ul>	<ul style="list-style-type: none"> <li>Remains current with the latest research in the field via DSM updates, research articles, and attending conferences.</li> </ul>	<ul style="list-style-type: none"> <li>Remains current and shares with others the latest research that is relevant.</li> </ul>
<p><b>1c: Establishing goals for the School Psychologist appropriate to the setting and the students served</b></p>	<p>School Psychologist has no clear goals or the goals are inappropriate for either the situation or the age of the student(s).</p>	<p>School Psychologist's goals are rudimentary and only partially suitable for the situation and the age of the student(s).</p>	<p>School Psychologist's goals are clear and appropriate within the context of the educational setting and for the age/developmental level of the student(s).</p>	<p>School Psychologist's goals are highly appropriate and personalized based upon multiple factors within the context of the educational setting and for the age/developmental level of the student(s).</p>
<p><b>1c: Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>Goals are not appropriately aligned to meet the needs of the student population.</li> <li>Lack of collaboration with school or district colleagues in order to develop goals for direct services.</li> </ul>	<ul style="list-style-type: none"> <li>Goals have limited alignment for meeting the needs of the student population.</li> <li>Collaborates with school or district colleagues in the development of goals for direct services only when required.</li> </ul>	<ul style="list-style-type: none"> <li>Goals are clear and appropriate for meeting the needs of the student population.</li> <li>Collaborates with school or district colleagues in order to develop goals for direct services.</li> </ul>	<ul style="list-style-type: none"> <li>Goals are clear, appropriate, and highly personalized to the context of the educational setting.</li> <li>Seeks opportunities for ongoing dialogue with colleagues at school/district level to set goals.</li> <li>Goals show awareness of nondiscriminatory practices/assessments to protect against disproportionate labeling or special education identification of students.</li> </ul>
<p><b>1d: Considering possible interventions and instructional supports based on student needs</b></p>	<p>School Psychologist does not consider possible academic, behavioral, and social/emotional interventions/supports for students.</p>	<p>School Psychologist considers possible academic, behavioral, and social/emotional interventions/supports but inconsistently aligns supports to the specific needs of students.</p>	<p>School Psychologist considers possible evidence-based academic, behavioral, and social/emotional interventions/supports that target the specific needs of students.</p>	<p>School Psychologist thoroughly considers possible evidence-based academic, behavioral, and social/emotional interventions/supports that target the specific needs of students and are connected</p>

				to building/district goals.
<p><b>1d: Critical Attributes</b></p> <ul style="list-style-type: none"> <li>Does not demonstrate knowledge of evidence-based interventions across all Tiers.</li> <li>Does not collaborate with school personnel in order to identify school-wide, at-risk, or special education interventions.</li> <li>Unable to suggest or identify appropriate interventions that meet the needs of students.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates limited knowledge of evidence-based interventions across all Tiers.</li> <li>Collaborates only when requested with school personnel in order to identify school-wide, at-risk, or special education interventions.</li> <li>Limited suggestions for appropriate interventions to meet the needs of students.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates an understanding of the supports and interventions that are available to students across all Tiers.</li> <li>Frequently collaborates with school personnel in order to develop special education interventions.</li> <li>Regularly suggests or identifies appropriate interventions that meet the needs of students.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates an extensive understanding of the supports and interventions that are available to students across all Tiers.</li> <li>Provides leadership when collaborating with school personnel in order to develop school-wide, at-risk, or special education interventions.</li> <li>Functions within a leadership role by researching interventions that are available to meet the needs of students and soliciting the obtainment of such materials.</li> </ul>	
<p><b>1e: Demonstrating knowledge of a variety of assessment instruments and identifying measures that are able to evaluate educational needs and eligibilities</b></p>	<p>School Psychologist has limited knowledge of assessment instruments for systems, groups, and individuals and inconsistently identifies instruments that effectively evaluate educational needs and eligibilities.</p>	<p>School Psychologist has knowledge of a variety of valid and reliable assessment instruments for systems, groups, and individuals and consistently identifies instruments that effectively evaluate educational needs and eligibilities.</p>	<p>School Psychologist has extensive knowledge of valid and reliable assessment instruments for systems, groups, and individuals and always identifies instruments that effectively evaluate educational needs and eligibilities.</p>	
<p><b>1e: Critical Attributes</b></p> <ul style="list-style-type: none"> <li>Uses incorrect or inappropriate data sources.</li> <li>Uses inappropriate or outdated instruments to evaluate educational needs, interventions, and progress.</li> </ul>	<ul style="list-style-type: none"> <li>Relies on limited data sources.</li> <li>Suggests inappropriate instruments to evaluate educational needs, interventions, and progress.</li> </ul>	<ul style="list-style-type: none"> <li>Relies on a breadth of data sources.</li> <li>Accurately selects this information to suggest appropriate instruments that evaluate educational needs, interventions, and progress.</li> </ul>	<ul style="list-style-type: none"> <li>Relies on a breadth of data sources.</li> <li>Accurately selects information to make specific recommendations for effective interventions that evaluate educational needs, interventions, and progress.</li> <li>Selects evaluation instruments based on specific student needs.</li> </ul>	

**RUBRIC FOR SCHOOL PSYCHOLOGISTS  
DOMAIN 2: THE ENVIRONMENT**

		L E V E L O F P E R F O R M A N C E			
COMPONENT		UNSATISFACTORY	NEEDS IMPROVEMENT (BASIC)	PROFICIENT	DISTINGUISHED
2a: Establishing rapport with students, parents, and school personnel		School Psychologist's interactions with students, staff, and parents are negative or inappropriate. Students appear uncomfortable in School Psychologist's environment.	School Psychologist's interactions with students, staff, and parents are a mix of positive and negative. School Psychologist's efforts at developing rapport are inconsistent.	School Psychologist's interactions with students, staff, and parents are positive and respectful. Students appear comfortable in School Psychologist's environment.	School Psychologist creates an environment that is welcoming to diverse students and families, using knowledge of individual students' background information to guide interactions. Students, staff, and parents seek out School Psychologist, reflecting a high degree of comfort and trust in the relationship.
2a: Critical Attributes		<ul style="list-style-type: none"> <li>• Lack of respect is observed in interactions with others.</li> <li>• Students refuse to speak with School Psychologist.</li> <li>• No effort is made toward repairing relationships or building rapport.</li> </ul>	<ul style="list-style-type: none"> <li>• Interactions with others are inconsistent and there is limited respect demonstrated through words or actions to students, parents, and/or school personnel.</li> <li>• Some students refuse to speak with School Psychologist.</li> <li>• Inconsistent effort is made toward supporting respectful relationships and building rapport.</li> </ul>	<ul style="list-style-type: none"> <li>• Respectful interactions with all stakeholders.</li> <li>• Effort is made toward repairing relationships and building rapport.</li> <li>• Establishes visibility in the school and is approachable to all.</li> <li>• Has an "open door" policy for students, staff, and parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents, students, and staff regularly seek out the support of School Psychologist.</li> <li>• Interactions with staff during consultation are respectful and reciprocal.</li> <li>• Efforts are made to repair relationships and reestablish rapport with all stakeholders.</li> <li>• School Psychologist is sought out by building/district administration to act in a leadership role or as a facilitator.</li> <li>• Establishes visibility in the school/district and is approachable to all.</li> <li>• Promotes an "open door" policy for students, staff, and parents.</li> </ul>



<p><b>2b: Working toward establishing a positive culture and climate throughout the school</b></p>	<p>School Psychologist makes no attempt to establish a culture for positive mental health in the testing environment and/or school. School Psychologist demonstrates a lack of knowledge and involvement in school-wide/tiered social/emotional and behavioral supports and interventions.</p>	<p>School Psychologist inconsistently promotes a culture for positive mental health in the testing environment and/or school. School Psychologist has limited knowledge of school-wide/tiered social/emotional and behavioral supports and interventions.</p>	<p>School Psychologist consistently promotes a culture for positive mental health in the testing environment and/or school. School Psychologist demonstrates knowledge of school-wide/tiered social/emotional and behavioral supports and interventions.</p>	<p>School Psychologist models and facilitates a culture for positive mental health throughout the school. School Psychologist demonstrates a vast knowledge of and involvement in school-wide/tiered behavioral supports and interventions.</p>
<p><b>2b: Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>Unaware of or not invested in the culture and climate of the school.</li> <li>Does not participate in school-wide committees, leadership teams, or problem-solving teams.</li> <li>Does not participate in and doesn't have knowledge of the planning and/or implementation of Tier 1 social/emotional and behavioral interventions.</li> </ul>	<ul style="list-style-type: none"> <li>Has limited knowledge or commitment to supporting the culture and climate of the school.</li> <li>Participates when required in school-wide committees, leadership teams, or problem-solving teams.</li> <li>Limited participation in or demonstrates limited knowledge of the planning and/or implementation of Tier 1 social/emotional and behavioral interventions.</li> </ul>	<ul style="list-style-type: none"> <li>Aware of and actively works to enhance the culture and climate of the school.</li> <li>Participates in school-wide committees, leadership teams, or problem-solving teams.</li> <li>Is involved in and demonstrates knowledge of the planning and implementation of Tier 1 social/emotional and behavioral interventions.</li> </ul>	<ul style="list-style-type: none"> <li>Invested in establishing a positive culture and climate throughout the school.</li> <li>Assumes a leadership role in school-wide committees, leadership teams, or problem-solving teams.</li> <li>Actively involved in and demonstrates a vast knowledge of the planning and implementation of Tier 1 social/emotional and behavioral interventions.</li> <li>Assists in the development and/or implementation of assessments in order to determine which areas of climate and culture need support.</li> </ul>
<p><b>2c: Establishing and maintaining clear procedures for referrals and using time effectively</b></p>	<p>School Psychologist does not follow district and building referral procedures. School Psychologist exercises poor judgment in setting priorities, resulting in confusion and missed deadlines.</p>	<p>School Psychologist understands but does not consistently comply with district and building referral procedures. School Psychologist's time-management skills are moderately well developed; essential activities are carried out but not always in the most efficient manner.</p>	<p>School Psychologist understands and consistently adheres to building and district referral procedures. School Psychologist effectively sets priorities, resulting in the efficient completion of evaluations and other assigned job duties.</p>	<p>School Psychologist understands referral procedures, consistently adheres to those procedures, and has established himself or herself as a resource person for others to learn the referral procedures. School Psychologist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner.</p>

<p><b>2c: Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>Frequently leaves confidential materials in view of others and does not take proper measures to dispose of confidential materials.</li> <li>Materials are lost, misplaced, or unsecured.</li> <li>Does not respect copyright laws pertaining to assessment materials.</li> <li>District procedures for maintaining student files/protocols are not followed.</li> <li>Timelines are regularly not met by School Psychologist.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally leaves confidential materials in view of others and improperly disposes of confidential materials.</li> <li>Materials are not easily accessible and not always secured.</li> <li>Inconsistently adheres to copyright laws that pertain to assessment materials.</li> <li>District procedures for maintaining student files/protocols are followed inconsistently.</li> <li>Timelines are occasionally not met by School Psychologist.</li> </ul>	<ul style="list-style-type: none"> <li>Confidential materials are appropriately stored and disposed of properly (e.g., shredding).</li> <li>Materials are readily available and secured.</li> <li>Copyright laws pertaining to assessment instruments and protocols are respected.</li> <li>District procedures for maintaining student files/protocols are followed.</li> <li>Timelines are met by School Psychologist.</li> </ul>	<ul style="list-style-type: none"> <li>Specific protocols of practice are used to ensure that materials are kept confidential and disposed of properly.</li> <li>Materials are readily available and consistently secured.</li> <li>Copyright laws pertaining to assessment instruments and protocols are consistently respected.</li> <li>District procedures for maintaining student files/protocols are consistently followed.</li> <li>School Psychologist coordinates team efforts to meet special education timelines.</li> </ul>
<p><b>2d: Establishing standards of student conduct in the evaluation and counseling environment and organizing that environment for optimal results</b></p>	<p>No standards of conduct have been established, and School Psychologist disregards or fails to address negative student behavior in the evaluation/counseling environment.</p>	<p>Standards of conduct appear to have been established for the evaluation and counseling environment. School Psychologist's attempts to monitor and correct negative student behavior in the evaluation/counseling environment are partially successful.</p>	<p>Standards of conduct have been established for the evaluation and counseling environment. School Psychologist monitors student behavior against those standards; response to students is appropriate, respectful, and consistent with school-wide expectations.</p>	<p>Standards of conduct have been established for the evaluation and counseling environment. School Psychologist's monitoring of students is subtle and preventive; students engage in self-monitoring of behavior, and the milieu serves as a model for other school staff.</p>
<p><b>2d: Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>Does not collaborate with school personnel regarding student behavior.</li> <li>Refuses to deal with crisis situations.</li> <li>No environmental structure or behavior management techniques that support student behavior.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborates infrequently with school personnel regarding student behavior.</li> <li>Avoids dealing with crisis situations.</li> <li>Uses same environmental structure or behavior management techniques regardless of student need.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborates with school personnel regarding student behavior.</li> <li>Helps defuse students in crisis.</li> <li>Flexibly structures environment designed to effectively manage student behavior.</li> </ul>	<ul style="list-style-type: none"> <li>Sought out by school personnel in order to address student behavioral concerns.</li> <li>Frequently sought out to defuse students in crisis.</li> <li>Flexibly structures environment and employs techniques designed to effectively manage and promote positive student behavior by responding to individual needs.</li> </ul>

**RUBRIC FOR SCHOOL PSYCHOLOGISTS  
DOMAIN 3: DELIVERY OF SERVICE**

**L E V E L O F P E R F O R M A N C E**

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT (BASIC)	PROFICIENT	DISTINGUISHED
<b>3a: Demonstrating the ability to communicate effectively with students at their developmental level</b>	School Psychologist does not interact with students or engages in inappropriate interactions. Direct interactions with students are extremely limited or the purposes of such interactions are not clearly communicated with the student(s).	School Psychologist's communication with students is not always developmentally appropriate. The purpose of and directions for activities are not clearly expressed or developmentally appropriate.	School Psychologist effectively communicates with students using developmentally appropriate language. The purpose of and directions for activities are clearly expressed and developmentally appropriate.	School Psychologist's communication with students is consistently effective and uses developmentally appropriate language. The purpose of and directions for activities are clearly expressed, developmentally appropriate, and generalizable to other settings.
<b>3a: Critical Attributes</b>	<ul style="list-style-type: none"> <li>Interactions with students are disrespectful, condescending, or inappropriate to the students' developmental level.</li> <li>Boundaries between School Psychologist and students are inappropriate.</li> <li>No expectations for or explanations of activities are given to students.</li> </ul>	<ul style="list-style-type: none"> <li>Boundaries between School Psychologist and students are unclear.</li> <li>Uses confusing or developmentally inappropriate language when interacting with students.</li> <li>Inconsistent expectations for or explanations of activities are given to students.</li> </ul>	<ul style="list-style-type: none"> <li>Boundaries between School Psychologist and students are clear and developmentally appropriate.</li> <li>As developmentally appropriate, students are included in discussions about their education and needs.</li> <li>Expectations for or explanations of activities are clearly communicated to students.</li> </ul>	<ul style="list-style-type: none"> <li>Boundaries between School Psychologist and students are explicit and understood by students, families, and staff.</li> <li>Students are involved in personalized discussions about their education and needs.</li> <li>Expectations for or explanations of activities are communicated in a variety of ways to students.</li> <li>Practitioner uses student feedback in order to make recommendations.</li> </ul>
<b>3b: Interpreting data to facilitate effective instructional decision making</b>	School Psychologist does not use data and/or incorrectly interprets data to inform decision making in problem-solving and eligibility meetings.	School Psychologist presents data in a way that is not clearly understood by other team members. School Psychologist is a passive participant in problem-solving and eligibility meetings.	School Psychologist clearly interprets data for team members and facilitates effective decision making in problem-solving and eligibility meetings.	School Psychologist always interprets data clearly and concisely and promotes effective decision making in a culturally responsive manner across meetings at the system, group, and individual level.

<p><b>3b: Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>• School Psychologist refuses to be a part of the problem-solving team or does not participate in discussions about student concerns.</li> <li>• Fails to make data-based decisions regarding instruction and interventions.</li> <li>• Does not collaborate with other staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Participation on the problem-solving team is inconsistent, and School Psychologist rarely participates in discussions about student concerns.</li> <li>• Has limited knowledge of tools and processes to effectively collect data and monitor progress.</li> <li>• Uses incorrect or superfluous data for instructional planning or decision making.</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly participates on the problem-solving team and makes meaningful contributions to discussions about student concerns.</li> <li>• Consistently uses tools and processes to effectively collect data.</li> <li>• Uses accurate data sources to assist with instructional planning, progress monitoring, and decision making.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides leadership to the problem-solving team and facilitates the process so that all members can provide meaningful contributions to discussions about student concerns.</li> <li>• Effectively and consistently uses tools and processes to collect data and monitor progress.</li> <li>• Mentors and/or guides others in the use of tools and processes to collect data and monitor progress.</li> <li>• Relies on a variety of data sources to drive instructional planning, progress monitoring, and decision making.</li> </ul>
<p><b>3c: Promoting the use of evidence-based interventions and supports based on student needs</b></p>	<p>School Psychologist does not attend scheduled consultations regarding evidence-based interventions for specific students.</p>	<p>School Psychologist passively participates in scheduled consultations regarding evidence-based interventions for specific students and provides limited input.</p>	<p>School Psychologist is actively involved in scheduled consultations regarding evidence-based academic, behavioral, and social/emotional interventions that target the specific needs of students.</p>	<p>School Psychologist initiates consultations regarding evidence-based interventions with staff and families; contributes actively and positively during consultations, and helps to align interventions with building/district goals.</p>
<p><b>3c: Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>• Refuses to attend or does not contribute in appropriate ways to meetings in which interventions are developed for students.</li> <li>• Makes no recommendations or recommendations are not based on student data.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides limited, meaningful contributions to meetings in which interventions are developed for students.</li> <li>• Recommends standard interventions without attention to student data.</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly participates in meetings in which appropriate interventions are developed for students.</li> <li>• Recommends appropriate interventions based on student data.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides leadership during meetings in which appropriate interventions are developed for students.</li> <li>• Recommends individual interventions that are responsive to individual student needs.</li> </ul>

**RUBRIC FOR SCHOOL PSYCHOLOGISTS**  
**DOMAIN 3: DELIVERY OF SERVICE (continued)**

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT (BASIC)	PROFICIENT	DISTINGUISHED
<p><b>3d: Administering and Interpreting the appropriate assessments in order to make a thorough evaluation of student educational needs</b></p>	<p>School Psychologist does not adhere to standardization procedures when administering assessments or does not score assessments accurately.</p>	<p>School Psychologist administers assessments adhering to standardization procedures and accurately scores assessments. School Psychologist either does not synthesize evaluation data accurately or prepares paperwork that is not understandable to school staff.</p>	<p>School Psychologist properly administers assessments adhering to standardization procedures. School Psychologist scores and interprets assessments and prepares paperwork that accurately synthesizes evaluation data in a manner understandable to school staff.</p>	<p>School Psychologist properly administers assessments adhering to standardization procedures. School Psychologist scores and interprets assessments and prepares paperwork that accurately synthesizes evaluation data that are understandable to students (when appropriate), parents, and school staff, and the assessments meaningfully contribute to eligibility determinations.</p>
<p><b>3d: Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>Does not use appropriate assessment materials.</li> <li>Does not follow standardized procedures when evaluating.</li> <li>Reports are full of errors, are unclear, and contain professional jargon.</li> <li>Evaluation results do not inform or guide interventions, eligibility, or supports.</li> </ul>	<ul style="list-style-type: none"> <li>Has limited knowledge about available assessment materials or uses inappropriate assessments.</li> <li>Follows standardized procedures for evaluation inconsistently.</li> <li>Reports are a mixture of professional jargon and "layman's" terms and are unclear to parents and staff.</li> <li>Evaluation results provide limited guidance in the development of interventions, eligibility, or supports.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledgeable about available assessments and uses the appropriate instruments to answer questions based upon student characteristics.</li> <li>Follows standardized administration procedures.</li> <li>Reports rely on the use of "layman's" terms to ease comprehension for parents and staff.</li> <li>Evaluation results inform and guide interventions, eligibility, and supports.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledgeable about a variety of assessments and selects the most appropriate instruments for addressing unique student characteristics.</li> <li>Proficient in assessing a variety of student needs (e.g., autism, nonverbal, executive functioning, cognitive impairments).</li> <li>Proficient in building rapport with students during assessment in order to obtain valid results.</li> <li>Reports are understandable to parents and staff and include examples of student performance.</li> <li>Results meaningfully contribute to the determination of interventions, eligibility, and supports.</li> </ul>

<p><b>3e: Demonstrating flexibility, adaptability, and responsiveness when working with staff, students, and parents</b></p>	<p>School Psychologist avoids input from staff, students, and parents and adheres to rigid procedures even when they are proven ineffective.</p>	<p>School Psychologist responds reluctantly to staff, student, and parent input and may make minor changes in response to students' needs.</p>	<p>School Psychologist makes changes as needed in response to staff, student, and parent input, and demonstrates flexibility and adaptability to students' needs.</p>	<p>School Psychologist readily and courteously responds to staff, student, and parent input and proactively anticipates students' needs. School Psychologist collaboratively seeks ways to improve the responsiveness of the school-wide environment to students' needs.</p>
<p><b>3e: Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>• Knowledge of students' needs and interests does not drive recommendations.</li> <li>• Has very limited repertoire to address the diverse needs of students.</li> <li>• During unexpected situations, School Psychologist does not assist.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of students' needs and interests does not drive recommendations; rather, School Psychologist adheres to a predetermined approach.</li> <li>• Has limited repertoire to address diverse needs of students.</li> <li>• During unexpected situations, School Psychologist responds only when directed by administration.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of students' needs and interests drives recommendations.</li> <li>• Has a variety of approaches within his/her repertoire to address the diverse needs of students.</li> <li>• During unexpected situations, School Psychologist responds flexibly with usage of his/her time and adjustment of priorities.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of students' needs and interests consistently drives recommendations.</li> <li>• Has a multitude of approaches within his/her repertoire to address the diverse needs of students.</li> <li>• During unexpected situations, School Psychologist responds flexibly with usage of his/her time and adjustment of priorities and assists other schools and/or staff within the district as needed.</li> </ul>

**RUBRIC FOR SCHOOL PSYCHOLOGISTS  
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

		L E V E L O F P E R F O R M A N C E			
COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT (BASIC)	PROFICIENT	DISTINGUISHED	
<b>4a: Reflecting on professional practice</b>	<p>School Psychologist does not reflect on practice or the reflections are inaccurate or self-serving.</p> <ul style="list-style-type: none"> <li>Does not assess the effectiveness of professional practice.</li> <li>Unable to communicate personal strengths and weaknesses or ways that professional practice can be improved.</li> </ul>	<p>School Psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only generic suggestions as to how it might be improved.</p> <ul style="list-style-type: none"> <li>Inconsistently assesses the effectiveness of professional practice.</li> <li>Ineffectively communicates personal strengths and weaknesses or ways that professional practice can be improved.</li> </ul>	<p>School Psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics; School Psychologist makes some specific suggestions as to how his/her performance might be improved.</p> <ul style="list-style-type: none"> <li>Accurately assesses the effectiveness of professional practice.</li> <li>Able to effectively communicate personal strengths and weaknesses, as well as ways that professional practice can be improved.</li> </ul>	<p>School Psychologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students; School Psychologist draws on an extensive repertoire to suggest alternative strategies.</p> <ul style="list-style-type: none"> <li>Regularly and accurately assesses the effectiveness of professional practice.</li> <li>Engages in dialogue with administration and/or colleagues about personal strengths and weaknesses, as well as ways that professional practice can be improved.</li> </ul>	
<b>4b: Maintaining accurate records</b>	<p>School Psychologist does not have a system for monitoring deadlines; many evaluations are not completed by the deadline.</p> <ul style="list-style-type: none"> <li>Records are inaccurate and/or unavailable.</li> <li>Does not follow procedures for obtaining and maintaining records.</li> </ul>	<p>School Psychologist has a rudimentary system for monitoring deadlines and completes most evaluations and reevaluations before the deadline.</p> <ul style="list-style-type: none"> <li>Records are somewhat accurate and inconsistently accessible.</li> <li>Inconsistently follows procedures for obtaining and maintaining records.</li> </ul>	<p>School Psychologist has developed an effective system for ensuring the completion of all evaluations and reevaluations on or before the deadline.</p> <ul style="list-style-type: none"> <li>Records are accurate and accessible when needed.</li> <li>Follows correct procedures for obtaining and maintaining records.</li> </ul>	<p>School Psychologist has developed an effective system for ensuring the timely completion of all evaluations and reevaluations and proactively communicates timelines to case managers and related service personnel.</p> <ul style="list-style-type: none"> <li>Records are always accurate and accessible when needed.</li> <li>Follows correct procedures for obtaining and maintaining records.</li> </ul>	
<b>4b: Critical Attributes</b>	<ul style="list-style-type: none"> <li>Records are inaccurate and/or unavailable.</li> <li>Does not follow procedures for obtaining and maintaining records.</li> </ul>	<ul style="list-style-type: none"> <li>Records are somewhat accurate and inconsistently accessible.</li> <li>Inconsistently follows procedures for obtaining and maintaining records.</li> </ul>	<ul style="list-style-type: none"> <li>Records are accurate and accessible when needed.</li> <li>Follows correct procedures for obtaining and maintaining records.</li> </ul>	<ul style="list-style-type: none"> <li>Records are always accurate and accessible when needed.</li> <li>Follows correct procedures for obtaining and maintaining records.</li> </ul>	

	<ul style="list-style-type: none"> <li>Does not attend trainings/in-services provided by the district about updates to district/legal mandates.</li> <li>No data management system.</li> </ul>	<ul style="list-style-type: none"> <li>Sporadically attends trainings/in-services provided by the district about updates to district/legal mandates.</li> <li>Inconsistent data management system.</li> </ul>	<ul style="list-style-type: none"> <li>Attends trainings/in-services provided by the district about updates to district/legal mandates.</li> <li>Utilizes an effective data management system and can readily access data.</li> </ul>	<ul style="list-style-type: none"> <li>Regularly attends trainings/in-services about updates to district/legal mandates and disseminates this information to colleagues.</li> <li>Can produce and explain his/her data.</li> </ul>
<p><b>4c: Collaborating with teachers, administrators, parents, students, and appropriate community supports</b></p>	<p>School Psychologist does not respond to staff and parent requests for information.</p>	<p>School Psychologist is inconsistent in responding to staff and parent requests for information.</p>	<p>School Psychologist initiates contact with teachers and administrators to confer regarding student needs, and responds promptly and appropriately to parent inquiries.</p>	<p>School Psychologist proactively seeks out teachers and administrators to confer regarding student needs, and initiates contact with parents and appropriate community supports.</p>
<p><b>4c: Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>Little or no information regarding students or the services that are provided is available to parents, staff, and/or community agencies.</li> <li>Does not respond to communication requests made by students, parents, staff, and/or community agencies.</li> <li>Communication during meetings or consultation is ineffective or disrespectful.</li> <li>Does not advocate for the best interests of the student.</li> </ul>	<ul style="list-style-type: none"> <li>Some information regarding students or the services that are provided is articulated to parents, staff, and/or community agencies.</li> <li>Slow to respond to communication requests made by students, parents, staff, and/or community agencies.</li> <li>Communication during meetings or consultation can be ineffective.</li> <li>Inconsistently advocates for the best interests of the student.</li> </ul>	<ul style="list-style-type: none"> <li>Information regarding students and the services that are provided is regularly articulated to parents, staff, and/or community agencies.</li> <li>Knowledgeable about the services of community agencies and makes attempts to involve and communicate student progress with them.</li> <li>Responds to communication requests made by students, parents, staff, and/or community agencies in a timely fashion.</li> <li>Communication during meetings or consultation is effective and meaningful.</li> <li>Advocates for the best interests of the student.</li> </ul>	<ul style="list-style-type: none"> <li>Information regarding students and the services that are provided are initiated by the School Psychologist and are well articulated to parents, staff, and/or community agencies.</li> <li>Highly knowledgeable about the services of community agencies and makes multiple attempts to involve and communicate student progress with them.</li> <li>Initiates communication and responds to requests made by students, parents, staff, and/or community agencies.</li> <li>Facilitates effective communication during meetings or consultation.</li> <li>Always advocates for the best interests of the student.</li> </ul>



**RUBRIC FOR SCHOOL PSYCHOLOGISTS**  
**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES (continued)**

		L E V E L O F P E R F O R M A N C E			
COMPONENT		UNSATISFACTORY	NEEDS IMPROVEMENT (BASIC)	PROFICIENT	DISTINGUISHED
4d: Participating in a professional community	<p>School Psychologist does not consistently attend required school and required district meetings. School Psychologist's relationships with colleagues are negative or unprofessional.</p> <ul style="list-style-type: none"> <li>• Does not participate in professional collaboration.</li> <li>• Does not attend department meetings.</li> <li>• Aversive to feedback from colleagues and administration.</li> </ul>	<p>School Psychologist inconsistently attends required school and required district meetings, is often late, or does not contribute to the meetings. School Psychologist's relationships with colleagues are cordial.</p> <ul style="list-style-type: none"> <li>• Inconsistently accepts feedback from colleagues and administration.</li> <li>• Participates in professional collaboration but does not contribute.</li> <li>• Inconsistently attends and rarely participates in department meetings.</li> </ul>	<p>School Psychologist attends required school and required district meetings, is punctual, and actively participates. School Psychologist maintains positive and productive relationships with colleagues.</p> <ul style="list-style-type: none"> <li>• Accepts feedback from colleagues and administration in order to improve practice.</li> <li>• Regularly participates in professional collaboration and makes contributions.</li> <li>• Consistently attends and participates in department meetings.</li> <li>• Provides in-services or presentations to team.</li> <li>• Participates on and contributes to building-level committees as requested.</li> </ul>	<p>School Psychologist makes a substantial contribution to school and district meetings, participates on district-level committees, and assumes a leadership role with colleagues.</p> <ul style="list-style-type: none"> <li>• Solicits feedback from colleagues and administration in order to improve practice.</li> <li>• Assumes a leadership role in professional collaboration.</li> <li>• Consistently attends and provides expertise in department meetings.</li> <li>• Provides in-services or presentations to staff, parents, department, colleagues, or other professionals outside of the district.</li> <li>• Participates on and contributes to district-level committees.</li> </ul>	
4e: Engaging in professional development	<p>School Psychologist does not participate in professional development activities, even when such activities are recommended by supervisor(s) for the development of skills.</p>	<p>School Psychologist's participation in professional development activities is limited to those that are convenient or are required.</p>	<p>School Psychologist seeks out opportunities for professional development based on an individual assessment of need.</p>	<p>School Psychologist provides a leadership role in seeking out professional development opportunities for increasing knowledge of best practices and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.</p>	

<p><b>4e: Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>Does not seek opportunities for continued professional development.</li> <li>Does not participate in any activity that might enhance knowledge or skill.</li> <li>Purposefully resists discussing performance with supervisors or colleagues.</li> <li>Makes no effort to participate in professional organizations.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely seeks opportunities for continued professional development.</li> <li>Participates in professional development when required.</li> <li>Reluctantly accepts feedback from supervisors and colleagues.</li> <li>Rarely participates in professional organizations.</li> </ul>	<ul style="list-style-type: none"> <li>Seeks regular opportunities for continued professional development, including initiating action research.</li> <li>Actively seeks feedback from supervisors and colleagues.</li> <li>Takes an active leadership role in professional organizations in order to contribute to the profession.</li> </ul>
<p><b>4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality</b></p>	<p>School Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.</p>	<p>School Psychologist is honest in interactions with colleagues, students, and the public; plays a moderate advocacy role for students; and does not violate norms of confidentiality.</p>	<p>School Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.</p>
<p><b>4f: Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>Is dishonest.</li> <li>Does not notice the needs of students.</li> <li>Engages in practices that are self-serving.</li> <li>Willfully rejects district regulations.</li> <li>Is not aware of NASP's <i>Principles for Professional Ethics</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Is consistently honest.</li> <li>Notifies the needs of students but is inconsistent in addressing them.</li> <li>Does not notice that practices are ineffective or that they result in poor outcomes for students.</li> <li>Complies with district regulations.</li> <li>Inconsistently adheres to NASP's <i>Principles for Professional Ethics</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Is considered a leader in terms of honesty, integrity, and confidentiality.</li> <li>Proactively addresses student needs.</li> <li>Makes a concerted effort to ensure opportunities are available for student success within the psychological practice.</li> <li>Takes a leadership role regarding district regulations.</li> <li>Always adheres to NASP's <i>Principles for Professional Ethics</i>.</li> </ul>

PROFESSIONAL PRACTICES OF SCHOOL LDT-CS-DOMAIN 1: PLANNING AND PREPARATION				
LEVELS OF PERFORMANCE				
COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>1a</b> Demonstrating knowledge and skill in the implementation of assessment instruments to evaluate students	LDT-C demonstrates little or no knowledge and skill in using assessment instruments to evaluate students.	LDT-C inconsistently uses the appropriate assessment instruments in the evaluation students.	LDT-C consistently uses a range of assessment instruments, along with the incorporation of performance data to evaluate students and determine accurate diagnoses.	LDT-C uses a wide range of assessment instruments, along with other performance data to evaluate students, as well as demonstrates the ability to incorporate the necessary diagnostic activities in order to achieve a meaningful outcome for students in an evaluative process.
<b>1b</b> Demonstrating knowledge of child and adolescent development in order to establish goals for student programming	LDT-C demonstrates little or no knowledge of child and adolescent development and has difficulty guiding educational teams in the development of IEPs.	LDT-C demonstrates basic knowledge of child and adolescent development and participates with the educational team in the development of IEP's.	LDT-C demonstrates through knowledge of child and adolescent development and effectively integrates assessment/ performance data in the development of IEPs.	LDT-C demonstrates extensive knowledge of child and adolescent development and provides leadership in the planning and organization of IEPs. As a part of the service delivery, the LDT-C provides training to staff in order to appropriately execute individual education plans.
<b>1c</b> Establishing for the psychological services appropriate to the settings and students served	LDT-C has no clear goals for the remediation strategies/ interventions, or they are inappropriate to either the situation or the age of the student(s).	LDT-C's goals for the remediation strategies/ interventions are rudimentary and only partially suitable to the situation and the age of the student(s).	LDT-C's goals for the remediation strategies/ interventions are clear and appropriate within the context of the educational setting and to the age/ developmental level of the student(s).	LDT-C's goals for the remediation strategies/ interventions are diagnostically relevant to the situation in the school environment and to the age/ developmental level of the student(s), and have been created following consultations with students, parents, and colleagues.

<p><b>1d: Demonstrating knowledge of state and federal regulations, and resources within and beyond the school and district</b></p>	<p>LDT-C demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.</p>	<p>LDT-C displays awareness of governmental regulations and resources for students available within the school or district, but no knowledge of resources available beyond the educational setting.</p>	<p>LDT-C displays awareness of government regulations and resources for students available within the school or district, and some familiarity with resources external to the district.</p>	<p>LDT-C's knowledge of governmental regulations and services for students is extensive, inclusive of district and community resources. In addition, the LDT-C networks within and beyond the district to seek additional resources, as needed, in the provision of therapeutic services.</p>
<p><b>1e: Planning and integrating the program to meet the needs of individual students, including prevention</b></p>	<p>LDT-C's plan for intervention services consists of a random collection of unrelated activities, lacking coherence or an overall structure.</p>	<p>LDT-C's plan has learning objectives aligned to the identified needs of the students and includes a number of meaningful activities, but some of them don't fit with the broader goals.</p>	<p>LDT-C has developed a team plan that is appropriately aligned with the student's identified educational/social-emotional needs, incorporating the behavioral expectations of the general education setting that are a part of the student's school day.</p>	<p>LDT-C's plan is coherent and preventive, designed to support the student process. The intended objective guides application into the broader educational environment so as to facilitate independent functioning.</p>

PROFESSIONAL PRACTICES OF SCHOOL LDT-CS-DOMAIN 2: ENVIRONMENT				
COMPONENT	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a Establishing rapport with students	LDT-C's interactions with students are negative or inappropriate; students appear uncomfortable during service delivery.	LDT-C's interactions are a mix of positive and negative; the LDT-C's efforts at developing rapport are partially successful.	LDT-C's interactions with students are positive and respectful; students appear comfortable during service delivery.	Students seek out the LDT-C, reflecting a high degree of comfort and trust in the relationship and demonstrates the benefits derived from the social/ emotional supports provided through service delivery.
2b Establishing a culture that promotes pro-social behaviors among he students across educational settings	LDT-C makes no attempt to establish a culture for positive behaviors across school settings.	LDT-C attempts to promote positive behaviors across educational settings and these attempts are partially successful.	LDT-C promotes a culture throughout the school that encourages positive behaviors across educational settings and provides direct instructional support among the students in groups, and between students and their teachers.	LDT-C takes the initiative to work collaboratively in the promotion of a school wide culture that systematically establishes and reinforces positive behaviors environment.
2d Establishing standards of conduct across settings	No standards of conduct have been established and the LDT-C disregards or fails to address negative student behavior.	Standards of conduct appear to have been established, yet the LDT-C's attempts to monitor and correct negative student behavior is only partially successful.	Standards of conduct have been clearly established. The LDT-C monitors student behavior against those standards providing appropriate therapeutic supports and facilitating respectful behavior.	Standards of conduct have been clearly established. The LDT-C has built the behavioral foundation with the students so that they are able to monitor and self-correct their behaviors.
2e Maintaining confidentiality and keeping records	The physical space is disorganized and poorly suited for working with students. Materials are not stored in a secure location, and are difficult to find when needed.	The physical space is moderately organized. Some attempt is made to modify the available space or find an alternative site that is more suitable for the planned activity. Materials are stored in a secure location, but are not always readily available.	Materials are stored in a secure location and are available when needed.	The physical space is arranged and organized to accommodate a variety of activities with children. If an alternative space is more suitable for an activity, the LDT-C has arranged for the site in advance. Materials are stored in a secure location and are readily available.

PROFESSIONAL PRACTICES OF SCHOOL LDT-CS-DOMAIN 3: DELIVERY OF SERVICE				
COMPONENT	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>3a</b> Responding to referrals and evaluating student needs in a timely manner	LDT-C fails to respond to a referral request or to initiate the evaluative process defined in the referral.	LDT-C responds to a referral request in a timely manner with appropriate follow-up. The LDT-C initiates the evaluative process defined in the referral, but is inconsistent in the completion of the process.	LDT-C responds to a referral request in a timely manner with appropriate follow-up. The LDT-C initiates the evaluative process defined in the referral, and is consistent in the completion of the process.	LDT-C takes a leadership role in monitoring student performance with grade level teams, and guides the implementation of referral requests as necessary. Upon receipt of the referral, the LDT-C efficiently initiates and completes the evaluative process defined in the referral.
<b>3b</b> Evaluating student needs in compliance with state and federal guidelines, inclusive of systems that are educationally relevant and diagnostically sound	LDT-C resists administering evaluations; selects instruments inappropriate to the situation, or does not follow established timelines and procedures.	LDT-C attempts to administer appropriate and/or available evaluation instruments to students, but is inconsistent in following established timelines and procedures.	LDT-C administers appropriate and/or relevant evaluation instruments to students, and ensures that all established timelines and/or procedures are delivered with full compliance.	LDT-C selects from a broad repertoire those assessments that are the most appropriate and educationally relevant to the referral questions, and conducts information sessions with colleagues to ensure that they fully understand and comply with all established timelines and/or procedures.
<b>3c</b> Actively participating on the educational/evaluation teams	LDT-C does not actively participate with student educational and/or evaluating teams.	LDT-C participates with student educational and/or evaluation teams based upon the diagnostic data derived from the assessment reports in the development of student's IEP.	LDT-C actively participates on the educational/evaluation teams, connecting the assessment data to the needs for service and prepares detailed IEPs based upon derived diagnostic data.	LDT-C actively participates on the educational/evaluation team and takes initiative in assembling materials for student meetings. IEPs are prepared in an exemplary manner, incorporating relevant diagnostic information that connects the student's performance to that of same-aged non-disabled peers.

<p><b>3d</b>                  Planning interventions to maximize students' academic and/or behavioral successes</p>	<p>LDT-C fails to plan intervention suitable for students or the planned intervention is mismatched with the findings of the assessment data.</p>	<p>LDT-C has planned interventions for students, but the interventions are only partially suitable and sporadically aligned with identified needs.</p>	<p>LDT-C's planned interventions for students are designed with integrity and aligned to remediate identified academic and/or behavioral needs.</p>	<p>LDT-C takes a leadership role in the development of comprehensive interventions for students, finding ways to meet student needs aligned to remediate educational and/or behavioral deficits. Initiative is taken in seeking additional resources as needed.</p>
<p><b>3a</b>                  Maintaining professional relationships with community service providers to support student performance across settings</p>	<p>LDT-C does not maintain contact with professional colleagues and community service providers in the provision of educational services.</p>	<p>LDT-C maintains occasional contact with professional colleagues and community service providers in the provision of educational services.</p>	<p>LDT-C maintains ongoing contact with professional colleagues and community service providers in the provision of educational services across settings.</p>	<p>LDT-C initiates ongoing contact in order to network with professional colleagues and community service providers. LDT-C identifies when additional resources are necessary and procures those resources in collaboration with the educational team in the provision of educational services across settings.</p>
<p><b>3f</b>                  Demonstrative flexibility and responsiveness</p>	<p>LDT-C adheres to his or her service plan, in spite of evidence of its inadequacy.</p>	<p>LDT-C makes modest changes in the service plan when confronted with evidence of the need for change.</p>	<p>LDT-C makes revisions in the service plan as necessary based upon data and the educational setting.</p>	<p>LDT-C is continually seeking ways to improve the service plan, and makes changes as needed in response to input of stakeholders.</p>

PROFESSIONAL PRACTICES OF SCHOOL LDT-CS-DOMAIN 4: PROFESSIONAL RESPONSIBILITIES				
LEVELS OF PERFORMANCE				
COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>4a</b> Reflecting on practice	LDT-C resists reflection on practice. Reflections are inaccurate or self-serving. LDT-C is unable to identify any evidence-based practice to support interventions.	LDT-C's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved. LDT-C demonstrates a vague understanding of evidence-based practice and how it relates to interventions.	LDT-C's reflection provides an accurate and objective description of practice, citing specific evidence. LDT-C makes some specific suggestions based on evidence as to how the interventions might be improved.	LDT-C's reflection is accurate and perceptible, citing specific examples that were not fully successful, for at least some students. LDT-C draws on an extensive repertoire to suggest alternative strategies and consistently incorporates evidence-based practices.
<b>4b</b> Maintaining accurate and effective data management system	LDT-C's system for managing data is either nonexistent or inappropriate; it cannot be used to monitor student progress or to adjust service delivery.	LDT-C's system for managing data is rudimentary or insufficient for monitoring student progress and is only occasionally used to make adjustments to service delivery.	LDT-C's system for managing data is effective for monitoring student progress and is used on an on-going basis to make adjustments to service delivery.	LDT-C's system for managing data is effective and organized for monitoring student progress across settings and is used as a foundational component in the implementation of service delivery and is shared with all relevant stakeholders.
<b>4c</b> Communicating with parents, staff and administrators	LDT-C is unavailable to stakeholders for questions, planning or for sharing of assessment data.	LDT-C is available to stakeholders only when requested for questions, planning or sharing of assessment data. The information provided may be insufficient or delivered in an insensitive manner.	LDT-C initiates contact with stakeholders to provide information to plan, answer questions and share assessment data. The communication supports on-going collaboration in the provision of educational programming.	LDT-C seeks out stakeholders to provide information to plan, answer questions and share assessment data. LDT-C solicits stakeholder's perspectives on individual students or needs within an educational setting and documents consultation/collaboration in progress notes and data management system.



<p><b>4d</b> Participating in professional events related to your field of expertise and maintains professional relationship.</p>	<p>LDT-C's relationships with colleagues are negative or self-serving, and LDT-C avoids being involved in school and district events and/or projects.</p>	<p>LDT-C's relationships with colleagues are cordial, and LDT-C participates in school and district events and/or projects when specifically requested.</p>	<p>LDT-C participates in events related to your field of expertise while also maintaining positive and productive relationships with colleagues.</p>	<p>LDT-C makes a substantial contribution to school and district events and/or projects and assumes a leadership role with colleagues.</p>
<p><b>4e</b> Growing and developing professionally</p>	<p>LDT-C participates in professional development even when such activities are clearly needed for the ongoing development of skills.</p>	<p>LDT-C participates in professional development those that are convenient or are required.</p>	<p>LDT-C participates in professional development based on professional needs identified within the school setting.</p>	<p>LDT-C participates in professional development opportunities, and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.</p>
<p><b>4f</b> Showing professionalism</p>	<p>LDT-C is not trustworthy or dependable in his/her interactions with colleagues, students, and the public. The LDT-C fails to comply with school and district policies and practices. The LDT-C violates practices of confidentiality as defined by state and federal law.</p>	<p>LDT-C is trustworthy and dependable in his/her interactions with colleagues, students, and the public. The LDT-C minimally complies with school and district policies and practices. The LDT-C provides moderate advocacy for students, and does not violate practices of confidentiality as defined by state and federal law.</p>	<p>LDT-C displays high standards of honesty, integrity, and confidentiality in all documentation and interactions with stakeholders. The LDT-C advocates for students when needed. The LDT-C complies fully and voluntarily with school and district policies, and maintains confidentiality as required by state and federal law.</p>	<p>LDT-C demonstrates the highest standards of ethical conduct, inclusive of confidentiality in documentation and sound therapeutically meaningful interactions with all stakeholders. The LDT-C consistently advocates for students and takes a leadership role with colleagues.</p>

RUBRIC FOR SCHOOL SOCIAL WORKER DOMAIN 1: PLANNING AND PREPARATION		LEVEL OF PERFORMANCE			
		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>COMPONENT</b>					
<b>1a: Demonstrating knowledge with skill in conducting a Social Assessment.</b> <ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Interviewing skills</li> <li>• Gathering background information</li> <li>• Establishing a positive report with the student's guardian</li> </ul>	Social Worker demonstrates little or no knowledge and skill in conducting social assessments to evaluate and obtain the necessary components for a social assessment.	Social Worker inconsistently obtains information for the social assessment to evaluate students.	Social Worker consistently obtains information for the social assessment to evaluate students.	Social Worker obtains a solid amount of information to evaluate students including: Developmental and family history, which if appropriate includes economic and cultural differences. The evaluation contains the configuration of factors within the home, community and school as related to a student's current social, emotional and academic adjustment.	
<b>1b: Demonstrating knowledge of child and adolescent development and psychopathology</b> <ul style="list-style-type: none"> <li>• Child development</li> <li>• Learning process</li> <li>• Special needs</li> <li>• Student's skills, knowledge, and proficiency</li> <li>• Interests and cultural heritage.</li> </ul>	Social Worker demonstrates little or no knowledge of child adolescent development and psychopathology.	Social Worker's demonstrates minimal knowledge of child and adolescent development and psychopathology.	Social Worker demonstrates thorough knowledge of child and adolescent development and psychopathology.	Social Worker's demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns.	
<b>1c: Establishing goals for IEP mandated counseling appropriate to the setting and the students served.</b> <ul style="list-style-type: none"> <li>• Counseling activity</li> <li>• Instructional materials and resources</li> <li>• Counseling groups</li> <li>• Psychoeducational lessons and structure</li> </ul>	School Social Worker has unclear goals for the IEP mandated counseling, or they are inappropriate to either the situation or the age of the students.	School Social Worker's goals for the IEP mandated counseling are rudimentary and are partially suitable to the situation and the age of the students.	School Social Worker's goals for the IEP mandated counseling are clear and appropriate to the situation in the school and to the age of the students.	School Social Worker's goals for the IEP mandated counseling are skillfully selected to fit the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.	

<ul style="list-style-type: none"> <li>• Counseling PLAAFP and Goals</li> <li>1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district             <ul style="list-style-type: none"> <li>• Knowledge of Federal and State Law</li> </ul> </li> </ul>	<p>Social Worker demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district.</p>	<p>Social Worker displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.</p>	<p>Social Worker displays clear awareness of governmental regulations and of resources for students available through the school or district and some familiarity with resources external to the district.</p>	<p>Social Worker's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.</p>
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RUBRIC FOR SCHOOL SOCIAL WORKER DOMAIN 2: THE ENVIRONMENT		LEVEL OF PERFORMANCE		
COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>2a: Establishing rapport with students within the school environment.</b> <ul style="list-style-type: none"> <li>Counselor interaction with students</li> <li>Student interaction with students</li> </ul>	Social Worker's interactions with students are negative or inappropriate; students appear uncomfortable.	Social Worker's interactions are a mix of positive and negative; the social worker's efforts at developing rapport are partially successful.	Social Worker's interactions with students are positive and respectful; students appear comfortable.	Students seek out the Social Worker, reflecting a high degree of comfort, trust and preventative skills.
<b>2b: Establishing a culture for positive mental health throughout the school.</b> <ul style="list-style-type: none"> <li>Importance of content</li> <li>Expectations for learning and achievement</li> <li>Student pride in work</li> </ul>	Social Worker makes poor attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers.	Social Worker's attempts to promote a culture throughout the school for positive mental health in the school among students and teachers are partially successful.	Social Worker promotes a culture throughout the school for positive mental health in the school among students and teachers.	The culture in the school for positive mental health among students and teachers, while guided by the social worker, is maintained by both teachers and students in a seamless manner.
<b>2c: Establishing and maintaining clear procedures for referrals.</b> <ul style="list-style-type: none"> <li>Demonstrating organizational skills and knowledge</li> <li>Maintaining State compliance</li> </ul>	Lack of procedures for referrals has been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Social Worker has made attempts to establish procedures for referrals in collaboration with the members of the Child Study Team.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and assessments are solid and have been developed in consultation with teachers and administrators.
<b>2d: Establishing standards of conduct during the social assessment</b> <ul style="list-style-type: none"> <li>Establishing expectations</li> <li>Monitoring behavior</li> <li>Response to misbehavior</li> </ul>	Unsuitable standards of conduct have been established, and School Social Worker disregards or fails to address parental/guardian reactions during an assessment.	Standards of conduct appear to have been established during the social assessment. School Social Worker's attempts to monitor and address parental/guardian reactions during an assessment are partially successful.	Standards of conduct have been established during the social assessment. School Social Worker monitors parental/guardian reactions against those standards; response to parents/guardians is appropriate and respectful.	Standards of conduct have been established during the social assessment. School Social Worker's monitoring of parents/guardians is subtle and preventative, and parents/guardians engage in dialogue.
<b>2e: Organizing physical space for counseling of students, parent meetings, and storage of materials.</b>	The social worker's office is disorganized and poorly suited to counseling students and hold	Materials in the social worker's office are stored securely, but the center is partially organized, and materials are	The social worker's office is appropriately organized; materials are stored in a secure location and are	The social workers office is highly organized and is inviting to students. Materials are stored in a secure

<ul style="list-style-type: none"><li>• Safety and accessibility</li><li>• Arrangement of furniture and resources</li></ul>	meetings. Materials are not stored in a secure location and are difficult to find when needed.	difficult to find when needed.	available when needed.	location and are convenient when needed.
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**RUBRIC FOR SCHOOL SOCIAL WORKER  
DOMAIN 3: DELIVERY OF SERVICE**

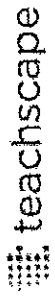
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>3a: Responding to referrals; consulting with teachers and administrators</b> <ul style="list-style-type: none"> <li>• Use of oral and written language</li> <li>• Interactions with teachers and administrators</li> <li>• Knowledge of procedures and resources.</li> <li>• Knowledge of criteria</li> <li>• Discussion techniques</li> </ul>	Social Worker fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.	Social Worker consults on an inconsistent basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	Social Worker consults frequently with colleagues, tailoring evaluations to the questions raised in the referral.	Social Worker consults skillfully with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.
<b>3b: Case Management</b> <ul style="list-style-type: none"> <li>• Maintaining compliance</li> <li>• Use of oral and written language</li> <li>• Discussion techniques</li> <li>• Quality of questions</li> </ul>	School Social Worker lacks the ability to maintain appropriate records or contact with parents/guardians and staff. Paperwork and meetings are not completed in a timely manner.	School Social Worker maintains minimal records or contact with parents/guardians and staff. Sporadic timely completion of paperwork and meetings.	School Social Worker maintains consistent paperwork, records and contact with parents/guardians and staff. Meetings are conducted within a timely manner.	School Social Worker skillfully performs all duties required as a member of the child study team by administrative code and state and federal laws.
<b>3c: Leadership</b> <ul style="list-style-type: none"> <li>• Use of oral and written language</li> <li>• Establishing a rapport with colleagues</li> <li>• Discussion techniques</li> <li>• Flexible availability</li> </ul>	Social Worker lacks ability to assume leadership of the evaluation team.	Social Worker assumes leadership of the evaluation team on an inconsistent basis.	Social Worker assumes leadership of the evaluation team as a standard expectation on a consistent basis.	Social Worker assumes leadership of the evaluation team and takes initiative in assembling materials for meetings.
<b>3d: Planning Interventions to maximize students' likelihood of success</b> <ul style="list-style-type: none"> <li>• Student's input and self-assessment</li> </ul>	Social Worker fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessment.	Social Worker plans for students are partially suitable for them or are sporadically aligned with identified needs.	Social Worker plans for students are suitable for them and are aligned with identified needs successfully.	Social Worker develops preventative plans for students, finding ways to creatively meet student needs and incorporate many related elements.

<ul style="list-style-type: none"> <li>• Obtaining data</li> <li>• Collaboration with colleagues</li> <li>• Monitoring and re-assessing</li> </ul>	Social worker maintains poor contact with physicians and community mental health service providers.	Social worker maintains inconsistent contact with physicians and community mental health service providers.	Social worker maintains consistent contact with physicians and community mental health service providers.	Social worker maintains seamless contact with physicians and community mental health service providers and initiates contacts when needed.
<b>3e: Maintaining contact with physicians and community mental health service providers.</b> <ul style="list-style-type: none"> <li>• Collaboration with colleagues</li> <li>• Obtaining release of information</li> </ul>	Social Worker adheres to the plan or program, in spite of evidence of its inadequacy.	Social Worker makes minimal changes in the treatment program when confronted with evidence of the need for change.	Social Worker makes appropriate revisions in the treatment program when it is needed.	Social Worker is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.
<b>3g: Collaborates with the members of the Child Study Team</b> <ul style="list-style-type: none"> <li>• Relationships with colleagues</li> <li>• Discussion techniques</li> <li>• Effective communication and collaboration</li> </ul>	Social Worker lacks ability to participate with other Child Study Team members.	Social Worker maintains minimal collaboration with Child Study Team members.	Social Worker maintains consistent collaboration with Child Study Team members.	Social Worker maintains seamless collaboration with Child Study Team members.

		RUBRIC FOR SCHOOL SOCIAL WORKER DOMAIN 4: PROFESSIONAL RESPONSIBILITIES			
		LEVEL OF PERFORMANCE			
COMPONENT		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: Reflecting on practice <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Use in of future teaching</li> </ul>	Social Worker does not reflect on practice, or the reflections are inaccurate or inappropriate.	Social Worker's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Social Worker's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Social Worker makes some specific suggestions as to how the counseling program might be improved.	Social Worker's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Social Worker draws on an extensive repertoire to suggest alternative strategies.	
4b: Communicating with families <ul style="list-style-type: none"> <li>• About instructional program</li> <li>• About individual students</li> <li>• Engagement of families in instructional program</li> <li>• Use of oral and written language</li> </ul>	Social Worker fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Social Worker's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to parental concerns.	Social Worker communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to parental concerns.	Social Worker seamlessly secures necessary permissions and communicates with families in a manner highly sensitive to parent concerns. Social Worker reaches out to families of students to enhance trust.	
4c: Maintaining accurate records <ul style="list-style-type: none"> <li>• Maintaining appropriate storage</li> <li>• Student progress in counseling</li> </ul>	School Social Worker's records are in disarray; they may be missing, illegible, or stored in an insecure location.	School Social Worker's records are partially accurate and legible and are stored in a secure location.	School Social Worker's records are consistently accurate and legible, well organized, and stored in a secure location.	School Social Worker's records are skillfully organized and stored in a secure location. They are written to be understandable to another qualified professional.	
4d: Participating in a professional community <ul style="list-style-type: none"> <li>• Relationships with colleagues</li> <li>• Participation in school projects</li> <li>• Involvement in culture of professional inquiry</li> <li>• Service to school</li> </ul>	School Social Worker's relationships with colleagues are poor. School Social Worker avoids being involved in school and district events and projects.	School Social Worker's relationships with colleagues are minimal, and School Social Worker participates in school and district events and projects when specifically requested.	School Social Worker participates frequently in school and district events and projects and maintains positive and productive relationships with colleagues.	School Social Worker makes a solid contribution to school and district events and projects and assumes leadership with colleagues.	



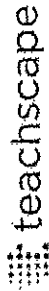
<p><b>4e: Engaging in professional development</b></p> <ul style="list-style-type: none"> <li>• Enhancement of knowledge and skill</li> <li>• Receptivity to feedback from colleagues</li> <li>• Service to the profession</li> </ul>	<p>Social worker does not participate in professional development activities, even when such activities are clearly needed for the ongoing development skills.</p>	<p>Social worker's participation in professional development activities is minimal to those that are convenient or are requires.</p>	<p>Social worker consistently seeks out opportunities for professional development based on an individual assessment of need.</p>	<p>Social worker pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.</p>
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### **Rubric for Related Services Providers**

Related Services Providers include Occupational Therapists, Physical Therapists, Speech and Language Therapists, and others whose focus is on removing barriers to learning for children with identified special education needs.

The following rubric for Related Services Providers is aligned with the four domains of the Danielson Framework for Teaching.



Related Services Providers  
 Domain 1: Planning and Preparation

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>1a:</b> Demonstrates knowledge of the discipline and of district, state, and federal guidelines and regulations	Therapist's plans and practices demonstrate little to no knowledge of or proficiency in the specialized area.  Therapist does not demonstrate knowledge of applicable guidelines, laws, and regulations.	Therapist's plans and practices evidence some knowledge of the theory and practice of the discipline.  Therapist demonstrates limited knowledge of applicable guidelines, laws, and regulations.	Therapist's plans and practices demonstrate knowledge of the theories and instructional practices of the discipline.  Therapist demonstrates appropriate knowledge of applicable guidelines, laws, and regulations.	Therapist's plans and practices demonstrate deep knowledge of the theories of the practice and a high degree of skill in his/her intentional and creative application to the planned work.  Therapist participates in framing and revising district policies and procedures and provides professional learning to help ensure colleagues also understand these.
<b>Sample Indicators of Proficiency</b>				
<ul style="list-style-type: none"> <li>• Therapist's plans reflect the research-based content and best practices of the discipline.</li> <li>• Plans include the use of appropriate individual, small group, and whole group activities.</li> <li>• Program plans align with legal requirements or regulations.</li> <li>• Therapist works with school staff to ensure students receive all services to which they are entitled.</li> </ul>				

Planning and Preparation (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>1b:</b>  <b>Uses knowledge of his/her specialty area to plan programs that meet students' needs</b></p>	<p>Therapist's plans and practices display minimal knowledge of typical developmental characteristics, skills, and needs of students in his/her specialty.</p> <p>Therapist's plans and practices display minimal knowledge of disabilities of students.</p>	<p>Therapist's plans and practices display general knowledge of developmental characteristics, skills, and needs of students as a whole group in his/her specialty.</p> <p>Therapist's plans and practices display general understanding of disabilities of students.</p>	<p>Therapist's plans and practices display solid understanding of developmental characteristics, skills, and needs of each individual student in his/her specialty.</p> <p>Therapist's plans and practices display solid understanding of how disabilities impact students' attitudes, behaviors, and performances.</p>	<p>Therapist's plans and practices take into account characteristics, skills, and needs of each individual student.</p> <p>Therapist uses this knowledge to create meaningful and realistic opportunities and to differentiate instruction.</p>
	<p style="text-align: center;"><b>Sample Indicators of Proficiency</b></p> <ul style="list-style-type: none"> <li>• Therapist uses research-based practices to guide and support student development.</li> <li>• Therapist's plans reflect the research-based content and best practices of the discipline.</li> <li>• Plans include the use of appropriate individual, small group, and whole group activities.</li> <li>• Therapist provides evidence of appropriate certification.</li> </ul>			

Planning and Preparation (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>1c:</b> Establishes clear therapeutic goals to address the needs of the students served</p>	<p>Therapeutic goals are not clear or are too low-level and/or too vague for the students' ages or conditions.</p>	<p>Therapeutic goals are somewhat clear and appropriate for the ages and needs of some of the students.</p>	<p>Therapeutic goals are clearly defined and appropriately designed for the ages and needs of the students served.</p>	<p>Therapeutic goals are crisply defined and highly appropriate for informing a wide range of aligned program activities that address the needs and ages of the students served.</p>
<p>Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> <li>• Therapeutic goals are developed for individual students as well as for groups of students.</li> <li>• Therapeutic goals are clearly defined.</li> <li>• The goals are chronologically appropriate for the students served.</li> <li>• Therapeutic goals are appropriate to address the service needs of the students.</li> </ul>				

Planning and Preparation (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>1d:</b> Identifies resources both within and outside the school and district</p>	<p>Therapist does not demonstrate knowledge of school or district resources to support the program and students and makes no attempts to gain this knowledge.</p>	<p>Therapist demonstrates limited knowledge of school or district resources available to support the program and students.  Therapist makes limited attempts to develop this knowledge.</p>	<p>Therapist is knowledgeable of resources available to support the program and students within the school and district and has some understanding of resources beyond these.  Therapist continually seeks additional resources to support the program and students.</p>	<p>Therapist has deep and extensive knowledge of available resources within and external to the school and district.  Therapist works closely with key stakeholders to identify additional resources.</p>
<p>Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> <li>• Therapist identifies resources for students that are available within the school.</li> <li>• Therapist identifies resources for the students and the program that are available within the district.</li> <li>• Therapist identifies resources for the program that are available beyond the school/district.</li> <li>• Therapist identifies specific resources needed to support students and seeks these out.</li> </ul>				

Planning and Preparation (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
1e: Ensures the therapeutic program is coherent and integrated with the school programs to meet student needs	Planned therapeutic program is incoherent, made up of a series of activities and experiences that are poorly aligned with the goals of both the therapeutic program and the school programs.	Planned therapeutic program includes activities that are somewhat coherent and not well aligned and integrated with the program goals and the school programs.	The planned therapeutic program is both coherent and well integrated with the school programs.	The therapeutic program aligns and integrates program activities, program goals, and school goals to ensure a coherent and flexible approach that addresses the needs of most of the students served.
<p>Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> <li>Therapeutic and school programs are integrated to ensure a seamless approach to student learning.</li> <li>Therapeutic program ensures coherence through the alignment of goals, activities, and processes.</li> <li>The goals of the therapeutic program focus on student learning.</li> <li>Therapeutic program enhances learning by removing the barriers to student learning in the school programs.</li> </ul>				

Planning and Preparation (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>1f:</b>  <b>Develops plans to assess and improve the therapeutic services to students</b></p>	<p>No plans have been developed to assess and improve the therapeutic services offered to individuals or groups of students.</p>	<p>Therapist has developed a limited approach to assessing and improving the therapeutic services offered to individuals or groups of students.</p>	<p>Therapist has developed a clear plan to assess the processes and impact of the services offered to individuals or groups of students and to use the evidence of impact to frame improvements.</p>	<p>Therapist has developed a plan for ongoing review and refinement of the services offered to individuals or groups of students, incorporating the recommendations of students and other stakeholders.</p>
<p><b>Sample Indicators of Proficiency</b></p> <ul style="list-style-type: none"> <li>• Therapist has a clearly defined plan to assess the impact of the therapeutic services.</li> <li>• Impact is assessed relative to goals for therapy.</li> <li>• Evidence of impact informs improvement of therapeutic services.</li> <li>• Assessment and improvement strategies are documented.</li> </ul>				



**Domain 2: Environment**

	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>2a: Knows and develops positive and respectful interactions with students</b></p>	<p>Therapist does not know the students served and does not exhibit respectful and caring interactions with them. Students do not appear comfortable in the therapeutic setting.</p>	<p>Therapist's interactions with students are generally appropriate, but there is limited success in promoting respectful and caring interactions among the youngsters.  Therapist typically respects the cultural and linguistic diversity of the students, but there are some indicators of insensitivity. Levels of rapport vary.</p>	<p>Therapist models and promotes respectful and supportive interactions with each student, actively encouraging students to interact with each other in respectful and caring ways.  Therapist respects and celebrates the cultural and linguistic differences among the students. Adult/student rapport is high.</p>	<p>Students and Therapist collaborate to maintain the positive climate promoted by the Therapist. Students monitor their own interactions to ensure they are both respectful and supportive.  Therapist continues to model respectful and supportive interactions, continuously promoting and supporting respect for diversity.</p>
	<p><b>Sample Indicators of Proficiency</b></p> <ul style="list-style-type: none"> <li>Therapist models the expected behaviors by treating all students in respectful and caring ways.</li> <li>There is a marked absence of sarcasm, put-downs, and any form of negative interactions or bullying among the students.</li> <li>Therapist and students demonstrate genuine concern and caring for each other.</li> <li>Students indicate that they feel safe in the program environment.</li> </ul>			

Environment (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>2b:</b> <b>Sets priorities and organizes time</b></p>	<p>Priorities are not clearly defined and time is not well managed, causing negative impact on scheduling and the timely completion of reports.</p>	<p>Time is somewhat organized, ensuring that required activities are completed, although not necessarily efficiently.</p>	<p>Priorities are well ordered, ensuring that the therapeutic work proceeds on time and efficiently. Schedules are defined and communicated to students and teachers.</p>	<p>Effective and efficient time management skills help ensure that therapeutic activities run smoothly and on schedule. Students, teachers, and families/caregivers know and understand the schedule of services.</p>
<p>Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> <li>• Priorities are set and communicated with critical stakeholders.</li> <li>• Therapeutic programs and activities are delivered as scheduled.</li> <li>• Students and teachers know the schedule for services.</li> <li>• The ordered priorities inform the schedules.</li> </ul>				

Environment (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>2c:</b> Develops and promotes referral processes and procedures</p>	<p>There is no evidence of processes and procedures to guide referrals to the therapeutic program.</p>	<p>Therapist has developed a rudimentary set of processes and procedures to guide referrals, but families/caregivers and teachers do not understand them.</p>	<p>Referral processes and procedures are well defined. All stakeholders know and understand what to do to refer a student.</p>	<p>Therapist develops referral processes and procedures in collaboration with school staff. Referral processes and procedures are effectively communicated and understood by all.</p>
<p>Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> <li>• Referral processes and procedures are clearly codified.</li> <li>• Therapist communicates the processes and procedures to all stakeholders.</li> <li>• Teachers understand how to refer a student for services.</li> <li>• Families/caregivers indicate that they understand the referral process.</li> </ul>				

Environment (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>2d: Develops and enforces standards for student conduct</b></p>	<p>Standards for student conduct have not been established and there is little or no attention paid to managing student behavior.</p> <p>Misbehaviors are addressed in ways that are harsh or inappropriate.</p>	<p>Standards of conduct are posted, but these are inconsistently reinforced by the Therapist and inconsistently followed by the students.</p> <p>Misbehaviors are addressed inconsistently.</p>	<p>Standards of conduct are evident and referenced by the Therapist and students. Student behavior is monitored relative to the standards.</p> <p>Students understand that there are consequences for misbehaviors, and misbehaviors are addressed appropriately.</p>	<p>Students help define the standards of behavior and hold themselves and their classmates accountable for honoring these.</p> <p>Therapist helps promote the standards beyond the therapeutic space, framing a culture of expectations for student behaviors throughout the school.</p>
<p><b>Sample Indicators of Proficiency</b></p> <ul style="list-style-type: none"> <li>• Therapist prevents off-task behaviors by proactively referencing the standards of conduct.</li> <li>• Student misbehaviors are addressed immediately and appropriately.</li> <li>• Students demonstrate understanding of the standards of behavior.</li> <li>• Student behavior is monitored consistently.</li> </ul>				

Environment (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>2e:</b> Organizes physical space to support program goals and activities</p>	<p>The physical space is disorganized and not arranged to support program activities, compromising the achievement of program goals.</p> <p>Access to program resources and equipment is constrained.</p>	<p>The physical space is safe and reasonably organized to support some program activities, but it is not flexible enough to support the various learning experiences that take place as part of the program.</p> <p>Students can usually locate and access resources and equipment, although time is wasted in looking for these.</p>	<p>The physical space is safe and well organized to support the program activities and goals.</p> <p>Students can readily and independently access resources and equipment they need.</p>	<p>The physical space is safe and organized in a flexible and inviting manner, fully supporting program activities.</p> <p>The students collaborate with the Therapist to maintain the physical space and reorganize as necessary to support emerging needs.</p>
<p><b>Sample Indicators of Proficiency</b></p> <ul style="list-style-type: none"> <li>• The physical space is well organized.</li> <li>• Students can quickly and easily access all necessary materials, supplies, and equipment and put them away in their designated spaces.</li> <li>• The physical arrangement promotes and supports multiple program activities.</li> <li>• Students indicate that they feel safe and comfortable in the therapeutic environment.</li> </ul>				

Domain 3: Delivery of Services

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
3a: Assesses referred students	Therapist ignores referrals and does not see the students, or sees referred students but makes an inadequate assessment of their needs.	Therapist reluctantly responds to referrals and makes an adequate assessment of the needs of students.	Therapist responds to referrals in a timely and professional manner, making a complete and thorough assessment of the needs of each student.	Therapist responds quickly and professionally to referrals and helps teachers and administrators understand how to identify students for referral. Assessments are comprehensive and competent.
<p>Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> <li>• Therapist responds to referrals in a professional manner.</li> <li>• Assessment of referred students is timely and complete.</li> <li>• Assessments are thorough.</li> <li>• Teachers feel confident referring students for therapeutic services.</li> </ul>				

Delivery of Services (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinction
<p><b>3b:</b> Implement treatment aligned with students' needs and goals</p>	<p>Treatment is not aligned with the needs and goals identified through the referral and assessment process.</p>	<p>Treatment is only somewhat aligned with the needs and goals identified through the referral and assessment process, and so treatment is not entirely appropriate to address student needs.</p>	<p>Treatment is effectively aligned with the identified needs and goals and is appropriate to address student needs.</p>	<p>Treatment is comprehensive in scope, inventive, and tightly aligned with the needs and goals identified through the referral and assessment process.</p>
<p><b>Sample Indicators of Proficiency</b></p> <ul style="list-style-type: none"> <li>• Treatment aligns with the needs and goals identified through the assessment and referral process.</li> <li>• Treatment appropriately addresses the identified needs and goals to encourage student success.</li> <li>• Therapist can explain how the treatment is being implemented.</li> <li>• Treatment focuses on data-informed strategies to remove barriers to learning.</li> </ul>				

Delivery of Services (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>3c:</b> Ensures the use of therapeutic techniques and strategies in sessions and in classrooms</p>	<p>Therapeutic treatment is either undefined or insufficiently defined to promote full implementation in one-on-one sessions or small group sessions with students.</p> <p>No effort is made to work with teachers to support these students in the classroom setting.</p>	<p>A limited number of therapeutic strategies and techniques are fully implemented in sessions.</p> <p>Minimal effort is made to work with teachers to implement strategies in classrooms that would support student needs.</p>	<p>A range of therapeutic strategies and techniques are fully implemented in sessions.</p> <p>Sufficient effort is made to work with teachers to implement strategies in classrooms that support student needs.</p>	<p>A wide range of therapeutic strategies and techniques are fully implemented in sessions.</p> <p>Therapist works closely with teachers to help them adjust their instructional strategies, lesson goals, and physical space to best meet the needs of the students served.</p>
<p>Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> <li>• Therapist ensures teachers understand student needs and treatment plans.</li> <li>• Therapist works with teachers to implement strategies in the classroom to support student needs.</li> <li>• Therapist monitors implementation in the classrooms.</li> <li>• Therapist promotes full implementation of the planned services for all sessions, as appropriate.</li> </ul>				



Delivery of Services (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>3d:</b> <b>Uses data to adjust treatment during delivery of services</b></p>	<p>Therapist does not use a defined system to monitor impact of treatment during delivery.</p> <p>Data is not used to adjust treatment during delivery.</p>	<p>Therapist uses a somewhat defined system to monitor impact of treatment during delivery.</p> <p>Data is used minimally to adjust treatment during delivery.</p>	<p>Therapist uses a clearly defined system for monitoring impact of treatment during delivery.</p> <p>Data is used regularly to adjust treatment during delivery.</p>	<p>Therapist has a sophisticated system for monitoring impact of treatment during delivery, and this system is shared with critical stakeholders.</p> <p>Data is used regularly to adjust treatment during delivery, and these adjustments are frequently reported to stakeholders.</p>
<p>Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> <li>Therapist provides written records showing the use of a system to monitor impact of treatment.</li> <li>Student challenges and accomplishments, relative to planned treatment, are clearly documented.</li> <li>Adjustments made by Therapist during delivery of services are recorded.</li> <li>Therapist continually improves treatment to meet student needs.</li> </ul>				

Delivery of Services (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>3e:</b>  <b>Demonstrates responsiveness to students' needs</b></p>	<p>Therapist follows the planned program for service delivery, regardless of whether or not it continues to adequately address students' needs.</p> <p>Developmental levels, cultural proficiency, and linguistic levels are not taken into consideration.</p>	<p>Moderate changes are made to the treatment plan when emerging needs foster a new view of the treatment.</p> <p>Developmental levels, cultural proficiency, and linguistic levels are taken into consideration in a limited way.</p>	<p>Therapist uses existing and emerging evidence to guide appropriate changes to the planned services in order to better meet students' needs.</p> <p>Developmental levels, cultural proficiency, and linguistic levels are taken into consideration.</p>	<p>Therapist regularly reviews the implementation and impact of the planned treatment, integrating this analysis with input from critical stakeholders, to inform ongoing revisions to the treatment plan.</p> <p>Developmental levels, cultural proficiency, and linguistic levels are critical factors in shaping revised plans.</p>
<p>Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> <li>• Program plans are adapted to address emerging student needs.</li> <li>• Students feel comfortable letting Therapist know when they do not feel program services are addressing their needs.</li> <li>• Therapist uses multiple forms of data to identify how effectively program services align with students' needs.</li> <li>• The services program is designed to be both responsive and flexible.</li> </ul>				

Domain 4: Professional Responsibilities

Component	Levels of Performance		
	Unsatisfactory	Basic	Proficient
<p><b>4a:</b> Reviews and reflects on practice to inform recommendations for improvement</p>	<p>Therapist either does not reflect on practice or provides inaccurate recommendations for improvement.</p>	<p>Therapist's reflections are generally accurate and focused on the effectiveness of services delivery.  Recommendations are often too global to inform any meaningful recommendations for improvement.</p>	<p>Therapist accurately reflects on the implementation and impact of the therapeutic services, providing concrete and specific examples of challenges and successes.  Recommendations are specific and focused on program improvement.</p>
			<p>Therapist's reflections are both specific and perceptive, not only citing evidence for the reflections, but also applying professional judgment to determine why goals were or were not met.  Recommendations are specific and focused on program improvement.</p>
<p>Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> <li>• Therapist identifies overall program impact, citing specific examples as evidence.</li> <li>• Therapist identifies program challenges and makes recommendations to address these.</li> <li>• Therapist presents concrete recommendations to improve program implementation and impact.</li> <li>• Therapist and client reflect on the success of the therapeutic services, identifying areas for improvement.</li> </ul>			

Professional Responsibilities (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>4b:</b> Keeps accurate records and writes timely and appropriate reports</p>	<p>Therapist keeps minimal or no records of services provided.</p> <p>Program reports are inadequate or inappropriate for the intended audience.</p>	<p>Therapist keeps some records of services provided.</p> <p>Reports are often inappropriate for the intended audience but usually accurate.</p>	<p>Therapist keeps records of student growth and needs from each of the services provided.</p> <p>Treatment reports are timely, accurate, and appropriate for the intended audience.</p>	<p>Therapist keeps records of student growth and needs from all services provided and incorporates data from other sources to inform next steps.</p> <p>Treatment reports are timely, accurate, comprehensive, and specifically developed for the intended audience.</p>
<p><b>Sample Indicators of Proficiency</b></p> <ul style="list-style-type: none"> <li>• Therapist takes notes and writes reflections after services are provided.</li> <li>• Notes reflect both challenges and growth for individuals and groups of students.</li> <li>• Therapist develops timely and accurate treatment reports.</li> <li>• Treatment reports are appropriate for the intended audience.</li> </ul>				

Professional Responsibilities (continued)

Component	Levels of Performance		
	Unsatisfactory	Basic	Proficient
<p><b>4c: Communicates effectively with families/caregivers</b></p>	<p>Therapist does not effectively explain the goals, processes, and procedures of the therapeutic program in ways that are clear and appropriate for the students and their families/caregivers.</p> <p>Necessary permissions for services are not secured.</p>	<p>The goals, processes, and procedures of the therapeutic program are presented to students and their families/caregivers in ways that are only partially successful.</p> <p>Necessary permissions are obtained, but the reasons for the identified services are not always made clear.</p>	<p>The goals, processes, and procedures of the therapeutic program are presented to students and their families/caregivers in ways that are both appropriate and culturally and linguistically sensitive.</p> <p>Consent for the services is provided.</p>
			<p>Therapist provides oral and written information to families/caregivers in ways that are appropriate and culturally and linguistically sensitive, and reaches out to ensure the information is understood.</p> <p>Families/caregivers provide informed consent for the services.</p>
<p><b>Sample Indicators of Proficiency</b></p>			
	<ul style="list-style-type: none"> <li>• Therapist explains the goals, processes, and procedures of the planned program to families/caregivers.</li> <li>• Therapist ensures that communication to families/caregivers is provided in the appropriate language.</li> <li>• Therapist uses cultural sensitivity in presenting information to families/caregivers.</li> <li>• Therapist presents documentation showing consent by families/caregivers for the services provided.</li> </ul>		

Professional Responsibilities (continued)

Component	Levels of Performance		
	Unsatisfactory	Basic	Proficient
<p><b>4d:</b> Engages with the larger school and district community</p>	<p>Therapist does not participate in school or district committees, projects, and/or events. Professional relationships with peers are distant or negative.</p>	<p>Therapist selectively engages with school and district committees, projects, and/or events, typically when asked. Professional relationships with colleagues are courteous.</p>	<p>Therapist actively participates in, supports, and contributes to school and district committees, projects, and/or events. Professional relationships are positive, cooperative, and productive.</p>
<p style="text-align: center;"><b>Sample Indicators of Proficiency</b></p> <ul style="list-style-type: none"> <li>• Therapist seeks opportunities to be an active and productive team player in the school and district.</li> <li>• Therapist's professional relationships with school and district professionals focus on working together to best address the needs of all students.</li> <li>• School and district professionals welcome the participation and engagement of the Therapist on committees and at events.</li> <li>• Therapist's contributions are valued by the school and district staff.</li> </ul>			

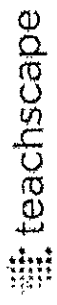
Professional Responsibilities (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>4e:</b> Enhances professional capacity through ongoing professional learning</p>	<p>Therapist does not participate in professional learning.</p>	<p>Therapist participates only in professional learning that is required by the district or state and does not share any professional learning with colleagues.</p>	<p>Therapist seeks and engages in professional learning opportunities and schedules opportunities to share the professional learning with colleagues.</p>	<p>Therapist seeks out formal and informal professional learning opportunities, including feedback from colleagues, and applies this learning to improve service delivery and to increase the professional knowledge and skills of colleagues.</p>
<p>Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> <li>• Therapist seeks professional learning opportunities within the school.</li> <li>• Therapist seeks professional learning opportunities beyond the school district.</li> <li>• Therapist informally shares new learning and skills with colleagues.</li> <li>• Therapist provides workshops to share new learning and skills with colleagues.</li> </ul>				

Professional Responsibilities (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>4f:</b>  <b>Demonstrates high standards of professionalism</b></p>	<p>Therapist's professional interactions are marked by lack of honesty and questionable integrity.</p> <p>Basic principles of confidentiality and school/district regulations and/or requirements are violated.</p>	<p>Therapist is generally honest with stakeholders and typically acts with integrity.</p> <p>Confidentiality is honored, but school/district regulations are inconsistently addressed.</p>	<p>Therapist's interactions are marked by honesty and integrity in the service of all clients.</p> <p>School/district regulations and confidentiality are observed.</p>	<p>Therapist displays the highest standards of honesty and integrity, challenging negativity and/or lack of integrity in any aspect of the service delivery.</p> <p>School/district regulations and confidentiality are consistently observed.</p>
<p>Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> <li>Therapist does not engage in discussions about clients that may violate their confidentiality in any way.</li> <li>Therapist promotes concerns about confidentiality among the faculty.</li> <li>Therapist provides accurate and honest information about the services and their impact.</li> <li>All school and district regulations are observed.</li> </ul>				





## **Rubrics for Instructional Specialists**

Instructional Specialists include Instructional Coaches, Curriculum Coordinators, and others whose focus is on supporting effective teaching and improved learning.

The following rubrics for Instructional Specialists are aligned with the four domains of the Danielson Framework for Teaching.

**Instructional Specialists**  
**Domain 1: Planning and Preparation**

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>1a:</b> <b>Demonstrates understanding of the underlying research, theories, knowledge, and skills of the discipline</b>	Specialist demonstrates little or no understanding of the critical concepts and content of the discipline.	Specialist demonstrates limited understanding of the critical concepts and content of the discipline and of the range of proven strategies to effectively provide the instructional support services.	Specialist demonstrates solid understanding of the critical concepts and content of the discipline and of a range of research-based practices to provide the instructional support services.	Specialist demonstrates extensive understanding of the critical concepts and content of the discipline and of an extensive range of research-based practices and strategies to provide the instructional support services.
<b>Sample Indicators of Proficiency</b>				
<ul style="list-style-type: none"> <li>• Specialist demonstrates understanding of the research-based theories of the discipline.</li> <li>• Specialist articulates the critical concepts of the discipline.</li> <li>• Specialist demonstrates knowledge of a range of research-based practices to inform the improvement efforts.</li> <li>• Specialist has a firm understanding of the knowledge base of the discipline.</li> </ul>				

Planning and Preparation (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>1b:</b> Identifies the instructional improvement needs of the teachers served</p>	<p>Specialist has little to no knowledge of the instructional improvement needs of the teachers served.</p>	<p>Specialist has limited knowledge of the teachers' instructional improvement needs.</p>	<p>Specialist knows the instructional improvement needs of the teachers served.</p>	<p>Specialist proactively seeks additional knowledge about each teacher's instructional improvement needs to support teachers in implementing the school's programs.</p>
<p><b>Sample Indicators of Proficiency</b></p> <ul style="list-style-type: none"> <li>• Specialist has observed the instructional practices relative to a research-based framework.</li> <li>• Specialist has identified the levels of performance of the teachers relative to the framework.</li> <li>• Specialist collects and analyzes instructional data through walkthroughs.</li> <li>• Specialist assesses instructional improvement needs relative to the demands of the school programs.</li> </ul>				

Planning and Preparation (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
1c: Identifies clear, specific, and appropriate goals for the instructional support program	Specialist's goals are either inappropriate or unclear. The goals do not align with the teachers' needs.	Specialist's goals are partially defined and/or minimally aligned with teachers' needs for instructional support.	Specialist's goals are clear, specific, and appropriate for the needs of the teachers and the school program. Teachers accept and endorse the goals.	Specialist's goals have been designed in collaboration with teachers and school leaders, and are tightly aligned with both teachers' instructional needs and the school program.
<p>Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> <li>Specialist's instructional goals are clearly defined.</li> <li>Specialist's goals are aligned with the needs of the teachers.</li> <li>Specialist's goals are appropriate for the school program.</li> <li>Teachers indicate they understand the specialist's goals.</li> </ul>				

Planning and Preparation (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>1d:</b> Identifies instructional support program resources that are available within and also outside the school/district</p>	<p>Specialist does not identify resources to support the instructional support program.</p>	<p>Specialist has limited knowledge of resources within the school and district that can be used to improve teachers' instructional skills.</p>	<p>Specialist can readily identify appropriate human and material resources within the school and district, or beyond, that can help teachers build their instructional capacity.</p>	<p>Specialist proactively seeks a wide range of resources from multiple sources to build the instructional capacity of the teachers. Teachers share their knowledge of external resources with the Specialist.</p>
<p>Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> <li>• Specialist describes teachers' strengths and areas in need of instructional support.</li> <li>• Specialist identifies necessary human and material resources for the instructional support program.</li> <li>• Specialist identifies where these resources are located.</li> <li>• Teachers describe the resources they need to meet their instructional improvement goals.</li> </ul>				

Planning and Preparation (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>1e:</b> Plans a coherent program of instructional support fully integrated with the school program</p>	<p>Specialist's instructional support program is either not planned or planned independently of the school program and the capacity of the faculty to implement the school program.</p> <p>The planned instructional support program is based on a series of disconnected professional learning "events" that lacks coherence.</p>	<p>The planned instructional support program is integrated with the school program in limited ways.</p> <p>The planned instructional support program reflects a limited degree of coherence.</p>	<p>The planned instructional support program is fully integrated with the school program.</p> <p>The planned instructional support program offers an organized and coherent approach to instructional improvement.</p>	<p>The planned instructional support program is fully integrated with the school program and designed to drive its goals.</p> <p>The planned instructional support program is coherent and helps bring additional coherence to the school program.</p>
<p style="text-align: center;"><b>Sample Indicators of Proficiency</b></p> <ul style="list-style-type: none"> <li>• The instructional support program is designed to provide an aligned and coordinated approach to professional learning.</li> <li>• The instructional support program is focused on clearly defined goals and objectives.</li> <li>• Specialist aligns instructional support programs with the data-informed needs for improvement.</li> <li>• Specialist ensures the instructional support program builds on and enhances the capacity of faculty to deliver the school program.</li> </ul>				

Planning and Preparation (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>1f:</b> Develops a plan and process for the ongoing assessment and improvement of the instructional support program</p>	<p>There is no evidence of a plan or process to assess the efficacy of the instructional support program to guide program improvements.</p>	<p>Specialist has developed a basic plan and process to assess the instructional support program, but has not indicated how the data will be used to inform improvements.</p>	<p>Specialist has developed a coherent plan and process to measure both the implementation of the instructional support program and its impact, relative to the stated goals. Evidence of success is clearly stated.</p> <p>Assessment data is used to guide program improvement.</p>	<p>Specialist has developed a sophisticated plan for assessing the implementation and impact of the instructional support program, relative to the stated goals. Multiple forms of evidence of success, including assessments by the teachers, are clearly defined.</p> <p>Assessment data is used to guide practice-focused discussions among stakeholders that will inform program improvement.</p>
<p>Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> <li>Specialist has developed a clear plan to assess the implementation and impact of the instructional support program.</li> <li>The planned assessment focuses on both the processes and the outcomes of the support program.</li> <li>Assessment data is shared and discussed.</li> <li>Assessment data is used to inform program revisions and improvement.</li> </ul>				

Domain 2: Environment

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>Za:</b> Creates a respectful and emotionally safe culture that promotes collaboration</p>	<p>Specialist has not created an environment where teachers feel safe asking for assistance. There is no evidence of collaboration in addressing problems of practice.</p>	<p>Many teachers participate in professional learning initiated by the Specialist, but there is limited evidence of collaboration in designing the professional learning or in setting goals for improved instruction.</p> <p>Teachers indicate that they feel relatively safe participating in the professional learning developed by the Specialist.</p>	<p>Most teachers participate in professional learning initiated by the Specialist. Some teachers initiate contacts with the Specialist to seek support for collaborative efforts to improve instructional practices.</p> <p>Teachers indicate that the instructional improvement efforts are respectful and responsive.</p>	<p>Teachers work collaboratively with the Specialist to co-develop and participate in improvement-focused professional learning.</p> <p>Teachers indicate that their contributions are respected and valued, promoting a culture of collaboration.</p>
<p><b>Sample Indicators of Proficiency</b></p> <ul style="list-style-type: none"> <li>Instructional improvement efforts take the social and emotional needs of teachers into consideration.</li> <li>Specialist ensures the planned work is flexible to be able to respond to teachers' needs.</li> <li>The program acknowledges and respects the existing knowledge and skills of the faculty.</li> <li>Specialist ensures all teacher conversations are confidential.</li> </ul>				



Environment (continued)

Component	Levels of Performance		
	Unsatisfactory	Basic	Proficient
<p><b>2b:</b> Promotes a culture of continuous instructional improvement</p>	<p>Specialist does not communicate that instructional improvement is a continuous process, instead implying that it is a compliance-driven event.</p>	<p>Specialist's attempts to build a culture of continuous improvement are mixed. Some teachers acknowledge the importance of continuous improvement and accept support from the Specialist.</p>	<p>Specialist creates a culture in which continuous improvement is acknowledged as critical work for all staff. Teachers feel comfortable in reaching out for support in their instructional improvement efforts.</p>
			<p>Teachers initiate instructional improvement efforts, working collaboratively with the Specialist to define the goals, processes, and methods to measure the implementation and impact of the initiatives.</p>
<p>Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> <li>Specialist helps to promote a "good to great" mentality in the school.</li> <li>Specialist keeps the focus on continuous improvement to engage all staff in the work.</li> <li>Specialist promotes a culture in which questions and requests for support are invited and valued.</li> <li>Teachers seem comfortable requesting and receiving help.</li> </ul>			

Environment (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>2c: Develops processes and procedures for teachers to participate in support activities</b></p>	<p>No processes or procedures are in place. Teachers do not know how to access the services provided by the Specialist.</p>	<p>Teachers have a limited understanding of how to access services offered by the Specialist. Processes and procedures lack the specificity necessary to guide teachers.</p>	<p>Clear processes and procedures are in place to guide teachers in understanding how to access each of the services provided by the Specialist. Teachers understand the procedures and use them to access services.</p>	<p>Clear processes and procedures to access the range of services provided are in place and well communicated. The essential stakeholders participated in developing the procedures and promote their use among the teachers.</p>
<p>Sample indicators of Proficiency</p> <ul style="list-style-type: none"> <li>Processes and procedures are clearly defined.</li> <li>Teachers can describe how to access instructional support services</li> <li>Teachers access desired services using the established procedures.</li> <li>Specialist promotes understanding and use of the processes and procedures.</li> </ul>				

Environment (continued)

Component	Levels of Performance		
	Unsatisfactory	Basic	Proficient
<p><b>2d:</b> Establishes clearly defined norms for professional conduct</p>	<p>Norms for professional conduct have not been defined. Adult interactions can be described as unproductive and often disrespectful.</p>	<p>Specialist makes limited attempts to establish norms for adult interactions. Adult interactions are inconsistently productive and respectful.</p>	<p>Clear norms for guiding professional conduct have been established and promoted within the school. The norms frame productive and respectful interactions among the adults.</p>
<p style="text-align: center;"><b>Sample Indicators of Proficiency</b></p> <ul style="list-style-type: none"> <li>• Specialist has developed and communicated norms for professional conduct.</li> <li>• Norms for professional conduct contribute to the culture of respect and professionalism.</li> <li>• Specialist and teachers refer to the norms in discussing interactions.</li> <li>• Teachers observe the norms.</li> </ul>			
			<p>Teachers observe the established norms for professional conduct, holding themselves and each other accountable for honoring the norms.</p>

Environment (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p>2e: Organizes physical space for professional learning</p>	<p>Spaces for group work are poorly organized, resulting in lost time, a sense of chaos, and lack of engagement. The physical environment and the activities designed to support professional learning are poorly aligned.</p> <p>Teachers do not feel comfortable in the space.</p>	<p>Spaces for group work are sufficiently organized so that they do not constrain the professional learning.</p> <p>Teachers generally feel comfortable in the workspace.</p>	<p>Professional learning spaces are well organized to minimize lost time, ensure the engagement of participants, and provide an "adult" environment that is free of distractions.</p> <p>Teachers are comfortable in the physical space.</p>	<p>Teachers and the Specialist collaborate to ensure the physical space is well organized and flexibly designed to support multiple approaches to professional learning.</p> <p>Teachers are comfortable in the physical space and often use it for their own meetings.</p>
<p style="text-align: center;"><b>Sample Indicators of Proficiency</b></p> <ul style="list-style-type: none"> <li>• Equipment and materials in the space are readily accessible.</li> <li>• The physical space is flexible to support various learning structures.</li> <li>• The physical space is "adult" in tone and comfortable for the teachers.</li> <li>• Minimal time is lost from professional learning due to a disorganized environment.</li> </ul>				

Domain 3: Delivery of Services

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
3a: Collaborates with teachers to design rigorous, standards-based classroom instruction	Specialist does not collaborate with teachers in designing classroom instruction.	Specialist provides limited support to teachers in designing classroom instruction. The support is often more cooperative than collaborative.	Specialist promotes and engages in collaborative efforts to work with teachers to design standards-based classroom instruction.	Teachers take the initiative to work with Specialist to design classroom instruction that is standards-based, rigorous, and engaging.
<p style="text-align: center;">Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> <li>• Teachers are comfortable discussing their instructional plans with the Specialist.</li> <li>• Specialist collaborates with teachers to design lesson plans.</li> <li>• Specialist collaborates with teachers to develop unit plans that incorporate aspects of the Specialist's academic discipline.</li> <li>• Specialist collaborates with teachers to ensure rigorous instruction.</li> </ul>				

Delivery of Services (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinction
<p><b>3b:</b> Addresses the instructional improvement needs of the teachers served</p>	<p>The instructional improvement support delivered by the Specialist is of poor quality and does not address the needs of the teachers served.</p>	<p>The instructional improvement support designed and delivered by the Specialist is of mixed quality, addressing the needs of a limited number of the teachers served.</p>	<p>The instructional improvement support designed and delivered by the Specialist is of high quality and appropriately addresses the needs of the teachers served.</p>	<p>The Specialist offers teachers an opportunity to inform the workshops and modeling services in order to ensure a tight alignment with their instructional improvement needs.</p>
<p>Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> <li>Teachers state that the instructional improvement services are appropriate for their needs.</li> <li>Instructional improvement support—workshops and modeling—are high quality.</li> <li>Specialist uses observational data to inform the development of the instructional support offered.</li> <li>Specialist ensures a tight fit between teachers' instructional improvement needs and the instructional support provided.</li> </ul>				

Delivery of Services (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>3c:</b> Engages teachers in learning new instructional strategies and practices</p>	<p>Specialist is not successful in promoting professional learning. Teachers do not take part in professional learning.</p>	<p>Specialist has limited success in promoting opportunities for professional learning. Some teachers engage in the professional learning provided.</p>	<p>Specialist successfully engages teachers in learning new instructional strategies and practices. Teachers participate in the professional learning.</p>	<p>Specialist and teachers collaborate on identifying topics for professional learning about instructional strategies and practices. Teachers are highly motivated participants in ongoing professional learning.</p>
<p>Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> <li>• Teachers welcome and engage in the professional learning opportunities.</li> <li>• Attendance/service records attest to the participation of teachers.</li> <li>• Walkthrough data focuses on changes in instructional practice over time.</li> <li>• Specialist schedules teachers for in-classroom support as they implement the new strategies and practices.</li> </ul>				

Delivery of Services (continued)

Levels of Performance				
Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>3d: Provides relevant and timely feedback to teachers</b></p>	<p>There is little or no feedback given to teachers regarding their professional growth. Teachers do not appear to be aware of their professional learning goals and do not engage in self-assessment.</p>	<p>Teachers are aware of their learning goals, but feedback to teachers is minimal and inconsistent.</p>	<p>Specialist provides timely and consistent feedback to teachers based on clearly communicated goals for professional growth.</p>	<p>Specialist integrates multiple types of evidence, including teacher's self-assessments, to provide timely and consistent feedback to teachers regarding their professional growth. Specialist works with teachers to use the feedback to update professional learning goals and/or develop new goals to support ongoing improvement.</p>
<p>Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> <li>• Teachers are aware of their own professional learning goals.</li> <li>• Specialist provides written or oral feedback to teachers within a few days of interacting with the teacher.</li> <li>• Feedback is organized around clearly communicated goals for professional growth.</li> <li>• Feedback is based on evidence and data collected during the interaction.</li> </ul>				



Delivery of Services (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>3e:</b> Provides responsive professional support</p>	<p>Specialist offers a rigid approach to professional support that is followed regardless of impact or appropriateness.</p>	<p>Specialist sometimes modifies plans/approaches in response to teacher requests or evident needs.</p>	<p>Specialist provides responsive services by adapting and adjusting plans for services as teacher needs and interests change.</p>	<p>Specialist solicits input from key stakeholders to ensure the professional support is appropriate and responsive to the existing and emerging interests and needs of teachers. Services are adapted as needed to ensure responsiveness.</p>
<p><b>Sample Indicators of Proficiency</b></p> <ul style="list-style-type: none"> <li>• Specialist has evidence of the emerging needs of the teachers.</li> <li>• Specialist reviews progress and adjusts the program plan as needed.</li> <li>• Teachers have scheduled meetings to discuss their professional support interests and needs.</li> <li>• Teachers believe the services are responsive.</li> </ul>				

Domain 4: Professional Responsibilities

Component	Levels of Performance		
	Unsatisfactory	Basic	Proficient
<b>4a:</b> Reviews and reflects on practice to inform improvement	Specialist either does not review the counseling practice or provides inaccurate recommendations for improvement.	Specialist's reflections are vague, informing recommendations for improvement that are too global to be actionable.	Specialist accurately reflects on the impact of the instructional improvement services, providing concrete and specific examples of challenges and successes.  Recommendations for improvement are specific and focused on program improvement.
			Specialist's reflections are both specific and perceptive, framed by clear evidence for the recommendations provided. Specialist's professional judgment and expertise help shape specific recommendations for alternative approaches to meeting the instructional improvement goals.
<b>Sample Indicators of Proficiency</b>			
<ul style="list-style-type: none"> <li>• Specialist provides written recommendations for improving the instructional support program.</li> <li>• Challenges are fully defined and actionable recommendations are provided to address these.</li> <li>• Successes are shared with the broader community.</li> <li>• Teachers share their recommendations for improvement.</li> </ul>			

Professional Responsibilities (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>4b:</b> Follows established procedures for developing and submitting accurate and timely records, budgets, and reports</p>	<p>Specialist does not follow procedures that have been established for developing and submitting required documents. Required documents are usually inaccurate and late.</p>	<p>Specialist has limited success in following established procedures to prepare accurate budgets, service records, and reports. Required documents are often submitted late.</p>	<p>Specialist follows established procedures to guide the development of budgets, service records, and reports. Required documents are accurate and submitted on time.</p>	<p>Specialist follows and informs the improvement of established procedures for developing and submitting required reports. Budgets are designed to support improvement by reflecting diagnosed needs. Required documents are accurate, submitted on time, and generally viewed as exemplars to guide the work of others.</p>
<p>Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> <li>• Specialist follows established procedures for developing required documents.</li> <li>• Specialist's reports are accurate.</li> <li>• Specialist's reports are developed in a timely manner.</li> <li>• Specialist's reports are submitted in a timely manner.</li> </ul>				

Professional Responsibilities (continued)

Component	Levels of Performance		
	Unsatisfactory	Basic	Proficient
<p><b>4c: Coordinates improvement efforts with other Specialists</b></p>	<p>Specialist tends to work in isolation, not coordinating improvement efforts in any way with other Specialists at the school.</p>	<p>Specialist is inconsistent in coordinating improvement efforts with other Specialists at the school, inhibiting a common vision and aligned focus for the work.</p>	<p>Specialist consistently coordinates improvement efforts with other Specialists at the school, creating a single vision of effective instruction and a clear and aligned approach to leveraging this.</p>
			<p>Specialist seeks opportunities to coordinate improvement efforts with other Specialists at the school and with other stakeholders, including external stakeholders, who can provide support for the improvement work.</p>
<p><b>Sample indicators of Proficiency</b></p> <ul style="list-style-type: none"> <li>• Specialists meet as a community of practitioners to share information about their work.</li> <li>• School-based Specialists schedule common time for joint planning and discussions.</li> <li>• Specialists align their individual work with the overarching school goals.</li> <li>• Specialists develop a common vision of effective instruction to guide their work.</li> </ul>			

Professional Responsibilities (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>4d:</b> Engages with the larger school community</p>	<p>Specialist does not participate in school committees, projects, and/or events. Professional relationships with peers are distant or negative.</p>	<p>Specialist selectively engages with school committees, projects, and/or events, typically when asked. Relationships with colleagues are professionally courteous.</p>	<p>Specialist actively participates in, supports, and contributes to school committees, projects, and/or events. Professional relationships are positive, cooperative, and productive.</p>	<p>Specialist seeks opportunities to engage in school events, projects, and/or committees and makes significant contributions to these, often taking a leadership role.</p>
<p>Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> <li>• Specialist is an active participant on key committees in the school.</li> <li>• Teachers indicate they have positive professional relationships with the Specialist.</li> <li>• Specialist is often seen at school events—before, during, or after school hours.</li> <li>• Teachers feel their professional relationships with the Specialist are productive.</li> </ul>				

Professional Responsibilities (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	
4e: Enhances professional capacity through ongoing professional learning	Specialist does not participate in professional learning.	<p>Specialist participates only in professional learning required by the district or state.</p> <p>Specialist makes limited attempts to share the professional learning with school staff.</p>	<p>Specialist seeks professional learning opportunities, including coaching, to improve professional practice.</p> <p>Specialist schedules opportunities to share the professional learning with colleagues.</p>	<p>Specialist seeks out formal and informal professional learning, including feedback from colleagues and attendance at professional conferences.</p> <p>Specialist applies this learning to improve the counseling services and to increase the professional knowledge and skills of colleagues.</p>
	<p>Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> <li>Specialist participates in a range of professional learning to expand and enhance professional knowledge and skills.</li> <li>Specialist creates opportunities for informal sharing of the new professional knowledge and skills.</li> <li>Specialist attends local and national conferences to explore cutting-edge thinking.</li> <li>Specialist visits other schools to learn new approaches to instructional improvement.</li> </ul>			

Professional Responsibilities (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>4f:</b>  <b>Demonstrates professionalism by adhering to the highest standards of integrity and confidentiality</b></p>	<p>Specialist violates teachers' confidentiality and acts with low levels of integrity.</p> <p>Teachers do not trust this Specialist.</p>	<p>Specialist is inconsistent in honoring both confidentiality and professional integrity.</p> <p>Teachers have low levels of trust in this Specialist.</p>	<p>Specialist frames all professional interactions with high standards of professional honesty, integrity, and confidentiality.</p> <p>Teachers trust this Specialist.</p>	<p>Specialist is well regarded as someone who consistently displays the highest standards of honesty, integrity, and confidentiality, challenging negativity and promoting high standards of professionalism throughout the school.</p> <p>Teachers seek out and trust this Specialist.</p>
<p>Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> <li>• Teachers voice their trust in the Specialist.</li> <li>• Specialist is known to operate with a high degree of integrity.</li> <li>• Teachers are comfortable that their discussions will be confidential.</li> <li>• Specialist demonstrates professionalism in all aspects of the work.</li> </ul>				

# Evidence of Professional Practice – Nurse (Last Revision: September 4, 2011)

Nurse \_\_\_\_\_ School \_\_\_\_\_

Grade Level(s) \_\_\_\_\_ Date \_\_\_\_\_

Directions: This form may be used to keep a record of evidence you collect throughout the year.

Domain 1: Planning and Preparation				
Component	Unsatisfactory	Basic	Proficient	Distinguished
1a. Demonstrating medical knowledge and skill in nursing techniques	Nurse demonstrates little understanding of medical knowledge and nursing techniques.	Nurse demonstrates basic understanding of medical knowledge and nursing techniques.	Nurse demonstrates understanding of medical knowledge and nursing techniques.	Nurse demonstrates deep and thorough understanding of medical knowledge and nursing techniques.
<b>Evidence</b> →	<ol style="list-style-type: none"> <li>1. Reflective Journal</li> <li>2. Formal/Informal Observations</li> <li>3. Professional Development Pursued</li> <li>4. Professional Development Provided</li> </ol>			
<b>Notes</b> →				
1b. Demonstrating knowledge of child and adolescent development	Nurse displays little or no knowledge of child and adolescent development.	Nurse displays partial knowledge of child and adolescent development.	Nurse displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, nurse displays knowledge of the extent to which individual students follow the general patterns.
<b>Evidence</b> →	<ol style="list-style-type: none"> <li>1. Parent Survey</li> <li>2. Student Survey</li> </ol>	<ol style="list-style-type: none"> <li>3. Attendance at School Family Functions</li> <li>4. Nurse's records</li> </ol>	<ol style="list-style-type: none"> <li>5. Conversations with Students</li> <li>6. Conversations with Nurses about their Students</li> </ol>	
<b>Notes</b> →				



Component	Unsatisfactory	Basic	Proficient	Distinguished
<p>1c: Establishing goals for the nursing program appropriate to the setting and the students served</p>	<p>Nurse has no clear goals for the nursing program, or they are inappropriate to either the situation or the age of the students.</p>	<p>Nurse's goals for the nursing program are rudimentary and are partially suitable to the situation and the age of the students.</p>	<p>Nurse's goals for the nursing program are clear and appropriate to the situation in the school and to the age of the students.</p>	<p>Nurse's goals for the nursing program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.</p>
<p><b>Evidence</b> →</p>	<ol style="list-style-type: none"> <li>1. Reflective Journal</li> <li>2. Formal/Informal Observations</li> <li>3. Professional Development Pursued</li> <li>4. Professional Development Provided</li> </ol>			
<p><b>Notes</b> →</p>				
<p>1d: Demonstrating knowledge of government, community, and district regulations and resources</p>	<p>Nurse demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.</p>	<p>Nurse displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly.</p>	<p>Nurse displays awareness of governmental regulations and resources for students available through the school or district and some familiarity with resources external to the school.</p>	<p>Nurse's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district and in the community.</p>
<p><b>Evidence</b> →</p>	<ol style="list-style-type: none"> <li>1. Reflective Journal</li> <li>2. Formal/Informal Observations</li> <li>3. Professional Development Pursued</li> <li>4. Professional Development Provided</li> <li>5. Formal / Informal Observations</li> <li>6. Communication of Web Subscriptions to Families</li> <li>7. Documentation of outreach to resources outside of school or district</li> <li>8. Use of online subscriptions</li> </ol>			
<p><b>Notes</b> →</p>				
<p>1e:</p>	<p>Nursing program consists of a random.</p>	<p>Nurse's plan has a guiding principle.</p>	<p>Nurse has developed a plan that</p>	<p>Nurse's plan is highly coherent and</p>



**Domain 2: The Environment**

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p>2a. Creating an environment of respect and rapport</p>	<p>Nurse's interactions with at least some students are negative or inappropriate.</p>	<p>Nurse's interactions with students are a mix of positive and negative.</p>	<p>Nurse's interactions with students are positive and respectful.</p>	<p>Students seek out the nurse, reflecting a high degree of comfort and trust in the relationship.</p>
<p><b>Evidence</b> →</p>	<p>1. Notes/Comments from parent/guardians, students 2. Procedures</p>	<p>3. Formal and informal observation reports/documentation (Nurse/Student, Student/Student, Student/Nurse)</p>	<p>4. Sensitivity of written communication / feedback (Nurse/Student, Student/Student, Student/Nurse) 5. Language and displays that support positive character traits</p>	
<p><b>Notes</b> →</p>				
<p>2b. Establishing a culture for health and wellness</p>	<p>Nurse makes no attempt to establish a culture for health and wellness in the school as a whole, or among students or among teachers.</p>	<p>Nurse's attempts to promote a culture throughout the school for health and wellness are partially successful.</p>	<p>Nurse promotes a culture throughout the school for health and wellness.</p>	<p>The culture in the school for health and wellness, while guided by the nurse, is maintained by both teachers and students.</p>
<p><b>Evidence</b> →</p>	<p>1. Interactions in whole/small group settings</p>	<p>2. Formal/Informal Observations a. Nurse Responses promote student intellectual, risk-taking</p>		
<p><b>Notes</b> →</p>				
<p>2c. Following health protocols and procedures</p>	<p>Nurse's procedures for the nursing office are nonexistent or in disarray.</p>	<p>Nurse has rudimentary and partially successful procedures for the nursing office.</p>	<p>Nurse's procedures for the nursing office work effectively.</p>	<p>Nurse's procedures for the nursing office are seamless, anticipating unexpected situations.</p>
<p><b>Evidence</b> →</p>	<p>1. Formal/Informal Observations</p>			

Component	Unsatisfactory	Basic	Proficient	Distinguished
	2. One-to-one/Small Group Procedures			
<b>Notes</b> →				
2d. Supervising health associates	No guidelines for delegated duties have been established, or the guidelines are unclear. Nurse does not monitor associates' activities.	Nurse's efforts to establish guidelines for delegated duties are partially successful. Nurse monitors associates' activities sporadically.	Nurse has established guidelines for delegated duties and monitors associates' activities.	Associates work independently, indicating clear guidelines for their work. Nurse's supervision is subtle and professional.
<b>Evidence</b> →	3. Formal/Informal Observations			
<b>Notes</b> →	1. Written Expectations 2. Discussion/Comments			
Component	Unsatisfactory	Basic	Proficient	Distinguished
2a. Organizing physical space	Nurse's office is in disarray or is inappropriate to the planned activities. Medications are not properly stored.	Nurse's attempts to create a well-organized physical environment are partially successful. Medications are stored properly but are difficult to find.	Nurse's office is well organized and is appropriate to the planned activities. Medications are properly stored and well organized.	Nurse's office is efficiently organized and is highly appropriate to the planned activities. Medications are properly stored and well organized.
<b>Evidence</b> →	1. Formal and informal observations of the physical space. a. Are students visible to Nurse? b. Does the arrangement of furniture support communication? 2. Organization and Neatness of Room 3. Nurse documentation/reporting of adaptations to meet student needs			
<b>Notes</b> →				

Domain 3: Delivery of Service				
Component	Unsatisfactory	Basic	Proficient	Distinguished
3a. Assessing student needs	Nurse does not assess student needs, or the assessments result in inaccurate conclusions.	Nurse's assessments of student needs are perfunctory.	Nurse assesses student needs and knows the range of student needs in the school.	Nurse conducts detailed and individualized assessment of student needs to contribute to program planning.
<b>Evidence</b> →	<ol style="list-style-type: none"> <li>1. Formal / Informal Observations</li> <li>2. Evidence of student growth (data)</li> </ol>	<ol style="list-style-type: none"> <li>3. Materials / documents utilized to differentiate</li> <li>4. Language that demonstrates respect and empathy</li> </ol>		
<b>Notes</b> →				
3b. Administering medications to students	Medications are administered with no regard to state or district policies.	Medications are administered by designated individuals, but signed release forms are not conveniently stored.	Medications are administered by designated individuals, and signed release forms are conveniently stored and available when needed.	Medications are administered by designated individuals, and signed release forms are conveniently stored. Students take an active role in medication compliance.
<b>Evidence</b> →	<ol style="list-style-type: none"> <li>1. Formal / Informal Observations               <ol style="list-style-type: none"> <li>a. Student Intellectual Risk-Taking is promoted (respectful responses to student questions)</li> </ol> </li> <li>2. Evidence of student growth (data)</li> </ol>			
<b>Notes</b> →				

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p>3c: Promoting wellness through classes or classroom presentations</p>	<p>Nurse's work with students in classes fails to promote wellness.</p>	<p>Nurse's efforts to promote wellness through classroom presentations are partially effective.</p>	<p>Nurse's classroom presentations result in students acquiring the knowledge and attitudes that help them adopt a healthy lifestyle.</p>	<p>Nurse's classroom presentations for wellness are effective, and students assume an active role in the school in promoting a healthy lifestyle.</p>
<p><b>Evidence</b> →</p>	<p>1. Formal / Informal Observations 2. Evidence of student growth (data)</p>			
<p><b>Notes</b> →</p>				
<p>3d: Managing emergency situations</p>	<p>Nurse has no contingency plans for emergency situations.</p>	<p>Nurse's plans for emergency situations have been developed for the most frequently occurring situations but not others.</p>	<p>Nurse's plans for emergency situations have been developed for many situations.</p>	<p>Nurse's plans for emergency situations have been developed for many situations. Students and teachers have learned their responsibilities in case of emergencies.</p>
<p><b>Evidence</b> →</p>	<p>1. Records of communications with other programs and agencies 2. Emergency records/materials 3. Formal and informal observation 4. Anecdotal Records</p>			
<p><b>Notes</b> →</p>				
<p>Component</p>	<p>Unsatisfactory</p>	<p>Basic</p>	<p>Proficient</p>	<p>Distinguished</p>
<p>3e: Demonstrating flexibility and responsiveness</p>	<p>Nurse adheres to the plan of program in spite of evidence of its inadequacy.</p>	<p>Nurse makes modest changes in the nursing program when confronted with evidence of the need for change.</p>	<p>Nurse makes revisions in the nursing program when they are needed.</p>	<p>Nurse is continually seeking ways to improve the nursing program and makes changes as needed in response to student, parent, or teacher input.</p>

Evidence →	1. Formal / Informal Observations	2. Anecdotal records	3. Respectful feedback that promotes growth
<b>Notes →</b>			
<b>Component</b> 3f. Collaborating with teachers to develop specialized educational programs and services for students with diverse medical needs	<b>Unsatisfactory</b> Nurse declines to collaborate with classroom teachers to develop specialized educational programs.	<b>Basic</b> Nurse collaborates with classroom teachers in developing instructional lessons and units when specifically asked to do so.	<b>Proficient</b> Nurse initiates collaboration with classroom teachers in developing instructional lessons and units.
<b>Evidence →</b>	1. Formal / Informal Observations	2. Anecdotal records	<b>Distinguished</b> Nurse initiates collaboration with classroom teachers in developing instructional lessons and units, locating additional resources from outside the school.
<b>Notes →</b>			

**Domain 4: Professional Responsibilities**

Component	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on practice	Nurse does not reflect on practice, or the reflections are inaccurate or self-serving	Nurse's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Nurse's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Nurse makes some specific suggestions as to how the nursing program might be improved.	Nurse's reflection is highly accurate and perceptive, citing specific examples. Nurse draws on an extensive repertoire to suggest alternative strategies.
<b>Evidence</b> →	1. Reflective Journal	2. Reflections on Observations	3. Informal Discussions 4. Pre/Post Observation meetings	
<b>Notes</b> →				
4b: Maintaining health records in accordance with policy and submitting reports in a timely fashion	Nurse's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Nurse's reports, records, and documentation are generally accurate, but are occasionally late.	Nurse's reports, records, and documentation are accurate and are submitted in a timely manner.	Nurse's approach to record keeping is highly systematic and efficient and serves as a model for colleagues across the school.
<b>Evidence</b> →	1. Records and documentation	2. Permanent records updated in accordance with district procedures.	3. System in place for anecdotal records 4. Appropriate documentation for IEP and I&RS meetings	
Component	Unsatisfactory	Basic	Proficient	Distinguished
4c: Communicating with families	Nurse provides no information to families, either about the nursing program as a whole or about individual students.	Nurse provides limited though accurate information to families about the nursing program as a whole and about individual students.	Nurse provides thorough and accurate information to families about the nursing program as a whole and about individual students.	Nurse is proactive in providing information to families about the nursing program and about individual students through a variety of means.
<b>Evidence</b> →	1. Phone Log	2. Communication with Parents/Guardians with Special Needs (i.e. another language)	3. Appropriate use of email correspondence (i.e. not used for sensitive information) 4. Communication conducted during appropriate times and in appropriate locations	
<b>Notes</b> →				



<p>4d. Participating in a professional community</p>	<p>Nurse's relationships with colleagues are negative or self-serving, and nurse avoids being involved in school and district events and projects.</p>	<p>Nurse's relationships with colleagues are cordial, and nurse participates in school and district events and projects when specifically requested to do so.</p>	<p>Nurse makes a substantial contribution to school and district events and projects and assumes leadership role with colleagues.</p>	
<p><b>Evidence</b> →</p>	<ol style="list-style-type: none"> <li>1. Participation in school and district based committees             <ol style="list-style-type: none"> <li>a. Affirmative Action</li> <li>b. School Based Professional Development</li> <li>c. Professional Learning Communities</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>2. Providing Professional Development (turn-key, sharing expertise with staff)</li> <li>3. Documentation related to PLC</li> <li>4. Documentation of Independent Study (i.e. research, professional articles read, etc)</li> </ol>	<ol style="list-style-type: none"> <li>5. Offering PD courses</li> <li>6. Documentation of service to school, including but not limited to PTA events</li> <li>7. Serving as a mentor</li> <li>8. Hosting a student Nurse/field placement student</li> </ol> <p><i>Note: Documentation can include: notes received, anecdotal records, meeting minutes, logs,</i></p>	
<p><b>Notes</b> →</p>	<p>1.</p>			
<p><b>Component</b></p>	<p>Unsatisfactory</p>	<p>Basic</p>	<p>Proficient</p>	<p>Distinguished</p>
<p>4e. Engaging in professional development</p>	<p>Nurse does not participate in professional development activities, even when such activities are clearly needed for the development of nursing skills.</p>	<p>Nurse's participation in professional development activities is limited to those that are convenient or are required.</p>	<p>Nurse seeks out opportunities for professional development based on an individual assessment of need.</p>	<p>Nurse actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.</p>
<p><b>Evidence</b> →</p>	<ol style="list-style-type: none"> <li>1. Professional Development Pursued</li> <li>2. Professional Development Provided</li> <li>3. Providing Professional Development (turn-key, sharing expertise with staff)</li> <li>4. Fostering dialogue with peers and administration regarding practices</li> <li>5. Conducting research (i.e. action research)</li> </ol>			
<p><b>Notes</b> →</p>				

<p>4f. Showing professionalism</p>	<p>Nurse displays dishonesty in interactions with colleagues, students and the public; violates principles of confidentiality</p>	<p>Nurse is honest in interactions with colleagues, students, and the public; does not violate confidentiality</p>	<p>Nurse displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.</p>	<p>Nurse can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.</p>
<p><b>Evidence</b> →</p>	<p>1. Verbal, written and digital communication demonstrate ethical conduct:  a. Standards of honesty, integrity &amp; confidentiality are held high</p> <p>2. Communication is timely and conducted with appropriate / relevant staff in venues that ensure confidentiality is maintained.</p> <p>3. Formal / Informal observations</p>			
<p><b>Notes</b> →</p>				

**RUBRIC FOR SCHOOL COUNSELORS**  
**DOMAIN 1: PLANNING AND PREPARATION**

**L E V E L O F P E R F O R M A N C E**

	UNSATISFACTORY	NEEDS IMPROVEMENT (BASIC)	PROFICIENT	DISTINGUISHED
<b>COMPONENT</b>				
<b>1a: Demonstrating knowledge of counseling theory and techniques</b>	Counselor demonstrates little or no understanding of counseling theory and techniques.	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates thorough understanding of counseling theory and techniques.	Counselor demonstrates comprehensive understanding of counseling theory and techniques and uses knowledge to offer differentiated support appropriate to each situation.
<b>1a: Critical Attributes</b>	<ul style="list-style-type: none"> <li>• Incorrect knowledge of counseling techniques.</li> <li>• Unable to identify appropriate application of various techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Limited counseling theory and techniques.</li> <li>• Depth of knowledge is limited, and variety of techniques does not extend to all populations served.</li> <li>• Inconsistent ability to identify appropriate application of various techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates solid knowledge of counseling discipline.</li> <li>• Multiple techniques for all populations served.</li> <li>• Solid foundation of counseling techniques and their application to individual situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge of concepts.</li> <li>• Familiar with a wide range of methods and how to use them flexibly.</li> <li>• Links the concepts to other areas of counseling or other disciplines.</li> <li>• Extensive knowledge of the most appropriate techniques for each situation.</li> </ul>
<b>1b: Demonstrating knowledge of child and adolescent development</b>	Counselor displays little or no knowledge of child and adolescent development.	Counselor displays partial knowledge of child and adolescent development.	Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as recognition of exceptions to the general patterns.	Counselor uses accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns to determine which individual students follow the general patterns. Counselor thoroughly considers, recognizes, and acquires knowledge from several sources to work with students with individual differences.

<p><b>1b: Critical Attributes</b></p> <ul style="list-style-type: none"> <li>• Cannot identify cognitive and/or social-emotional developmental attributes.</li> <li>• Does not value or use specific cultural or societal factors to guide counseling decisions.</li> <li>• Unaware of student background or experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Has basic understanding of cognitive and/or social-emotional developmental theory.</li> <li>• Has limited knowledge of specific cultural or societal factors to guide counseling decisions.</li> <li>• Aware of student background and experiences but does not apply information to practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Well informed about cognitive and/or social-emotional developmental theory.</li> <li>• Can identify specific cultural or societal factors to guide counseling decisions.</li> <li>• Actively seeks knowledge of student's background, including skills, culture, language, interests, and special needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Well informed about cognitive and/or social-emotional developmental theory applicable to the individual student population served.</li> <li>• Applies understanding of specific cultural or societal factors to individualized practice.</li> <li>• Applies awareness of typical cognitive and developmental functioning to individual cases of practice.</li> <li>• Actively seeks and applies knowledge of student's background, including skills, culture, language, interests, and special needs, from a variety of sources.</li> </ul>
<p><b>1c: Establishing goals for the counseling program appropriate to the setting and the students served</b></p>	<p>Counselor has no clear goals for the counseling program or appropriate goals for either the situation or the age of the students.</p>	<p>Counselor's goals for the counseling program are clear and appropriate for the school, the situation, and the age of the students.</p>	<p>Counselor's goals for the counseling program are highly appropriate for the situation, the school, and the age of the students. The goals have been developed following collaboration with students, colleagues, and staff.</p>
<p><b>1c: Critical Attributes</b></p> <ul style="list-style-type: none"> <li>• Cannot identify goals.</li> <li>• Goals do not represent response to the needs of the population.</li> <li>• No communication or collaboration with others in the development of goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Goals represent low expectations and rigor.</li> <li>• Goals reflect minimal consideration of the needs of the population.</li> <li>• Collaboration with constituents is minimal.</li> </ul>	<ul style="list-style-type: none"> <li>• Goals represent appropriate expectations and rigor.</li> <li>• Goals reflect consistent consideration of the needs of the population.</li> <li>• Collaboration with constituents in the school setting is consistent.</li> </ul>	<ul style="list-style-type: none"> <li>• Goals represent high expectations and rigor.</li> <li>• Goals are carefully tailored to meet the individual or group needs of the population.</li> <li>• Goals are developed through consistent communication and collaboration with multiple constituents, including those outside of the regular school setting.</li> </ul>
<p><b>1d: Planning the counseling program with appropriate resources</b></p>	<p>Counselor's plan lacks coherence and is developed without input from constituents or inclusion of individual, school, and district needs.</p>	<p>Counselor's plan provides services and seeks resources that are consistent with individual, school, and district goals and individual student needs. Counselor actively collaborates with colleagues and staff in regard to designing plans.</p>	<p>Counselor's plan provides extensive knowledge of resources, including those available through the school or district and in the community. Counselor has a deep understanding of student needs and the best practices and resources as to meeting those needs. Counselor identifies all constituents, ensuring collaboration with them when designing the program of services.</p>

<p><b>1d: Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>No knowledge of resources that are appropriate for student population.</li> <li>No collaboration with constituents.</li> <li>No coherent structure to counseling plan/process.</li> </ul>	<ul style="list-style-type: none"> <li>Basic awareness of resources that are appropriate for the needs of individuals, the school, and the district.</li> <li>Inconsistent collaboration with constituents.</li> <li>Limited structure to the counseling plan/process.</li> </ul>	<ul style="list-style-type: none"> <li>Applies knowledge and understanding of available resources and student needs in creation of a comprehensive counseling program.</li> <li>Ensures ongoing input from constituents in developing and updating the counseling program.</li> <li>Provides a clear, detailed structure for implementing the counseling plan/process.</li> </ul>	<ul style="list-style-type: none"> <li>Regularly seeks updated information about resources and best practices for providing a comprehensive counseling program.</li> <li>Demonstrates consistent application of this counseling knowledge to develop individualized counseling services.</li> <li>Collaboration with district and community constituents is evident in design of plan.</li> <li>Plan reflects deep understanding of available resources and best practices for addressing individual student and building needs.</li> </ul>
<p><b>1e: Developing measures to evaluate the counseling program</b></p>	<p>Counselor has not created a plan to evaluate the program.</p>	<p>Counselor has a rudimentary plan to evaluate the counseling program. The plan has limited provision for the inclusion of input from others or the collection of data designed to assess the degree to which goals have been met.</p>	<p>Counselor's plan to evaluate the program involves all constituents. The plan is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.</p>	<p>Counselor's plan to evaluate the program is highly sophisticated, with a wide variety of sources of evidence and a clear path toward improving the program on an ongoing basis. The plan provides for active involvement of constituents and careful collection of data on program goals.</p>
<p><b>1e: Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>No plan for evaluation of the counseling program exists.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation plan has a limited provision for data collection.</li> <li>Plan contains limited provision for feedback from constituents.</li> <li>Plan doesn't reflect consideration of program goals.</li> </ul>	<ul style="list-style-type: none"> <li>Plan provides for collection of relevant data.</li> <li>Plan provides for input from constituents.</li> <li>Plan is consistently updated based upon feedback from constituents.</li> <li>Plan is consistent with program goals.</li> </ul>	<ul style="list-style-type: none"> <li>Plan includes processes for reviewing progress of the counseling program so that formative adjustments can be made several times throughout the evaluation process.</li> <li>Counselor communicates with all constituents and seeks out support and resources for his/her practice and performance in order to best serve students and the needs of the community.</li> <li>Counselor uses a variety of methods in program evaluation.</li> <li>Organization of plan provides for changes to assessment methods and details as dictated by feedback from constituents and/or data collected.</li> <li>Counselor consistently evaluates his/her performance on an ongoing basis.</li> </ul>

**RUBRIC FOR SCHOOL COUNSELORS**  
**DOMAIN 2: THE ENVIRONMENT**

		L E V E L   O F   P E R F O R M A N C E			
		UNSATISFACTORY	NEEDS IMPROVEMENT (BASIC)	PROFICIENT	DISTINGUISHED
<b>COMPONENT</b>	<b>2a: Creating an environment of respect and rapport</b>	Counselor does not create a safe and inviting environment. Interactions between Counselor and students are negative, inappropriate, or insensitive to students' cultural backgrounds.	Counselor creates an environment that is safe and accessible, with interactions between Counselor and students being generally appropriate and free from conflict. Interactions may be characterized by occasional displays of insensitivity or lack of response to cultural or developmental differences.	Counselor creates an environment that is safe, accessible, and inviting, designed to appeal to the population served. Interactions between students and Counselor are respectful. Interactions reflect general warmth and caring, and are appropriate to the cultural and developmental characteristics of the population served. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking emotional risks.	Counselor creates an environment that is always inviting and appealing, reflecting sensitivity to the cultural and developmental characteristics of the population. Interactions reflect general warmth and caring, and are appropriate to the cultural and developmental characteristics of the population served. Individual students seek out the Counselor, reflecting a high degree of comfort and trust in the relationship. The net result is an environment where all students feel valued and are comfortable taking emotional risks.
<b>2a: Critical Attributes</b>	<ul style="list-style-type: none"> <li>• Speaks disrespectfully to students.</li> <li>• Displays a lack of familiarity with or caring about individual students.</li> <li>• Unaware of cultural and developmental characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally disrespectful.</li> <li>• Attempts to make connections, but reactions indicate that the efforts are not successful or are unusual.</li> <li>• Limited awareness of cultural and developmental characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>• Interactions are uniformly respectful.</li> <li>• General connections with students are positive.</li> <li>• Aware of cultural and developmental characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently demonstrates knowledge and caring about individual students.</li> <li>• Treats individual students with dignity in all situations.</li> <li>• Demonstrates and applies appropriate cultural and developmental awareness in interactions with students.</li> </ul>	

<p><b>2b: Establishing a culture for productive communication</b></p>	<p>Counselor makes no attempt to establish a culture for productive communication in the counseling setting between student and Counselor.</p>	<p>Counselor attempts to promote a culture in the counseling setting for productive and respectful communication between student and Counselor.</p>	<p>Counselor promotes a culture in the counseling setting for productive and respectful communication between student and Counselor.</p>	<p>Counselor promotes a culture in the counseling setting for productive and respectful communication, with the expectation of more in-depth responses and commitment to the counseling process from the student.</p>
<p><b>2b: Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>Does not participate in or attend meetings or discussions.</li> <li>Unwilling to communicate with different stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>Attends some meetings and discussions regarding students.</li> <li>Inconsistently communicates with different stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>Attends all meetings regarding students.</li> <li>Communicates regularly with different stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>Initiates and or is involved in setting up and planning meetings regarding individual students.</li> <li>Consistently initiates communication with all stakeholders.</li> </ul>
<p><b>2c: Managing routines and procedures in the counseling setting</b></p>	<p>Counselor's routines for the counseling center or classroom work are nonexistent or in disarray. Counselor is unable to prioritize time-sensitive tasks. Counselor does not have an organized plan to address emergencies.</p>	<p>Counselor has rudimentary and partially successful routines for the counseling center or classroom. Counselor is inconsistent in prioritizing tasks. Counselor has a rudimentary plan for handling emergencies.</p>	<p>Counselor's routines for the counseling center or classroom work effectively. Counselor consistently prioritizes tasks and has a defined plan to handle emergencies.</p>	<p>Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them. Counselor prioritizes all tasks. Counselor develops and communicates an emergency response plan in collaboration with all constituents.</p>
<p><b>2c: Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>No established procedures or routines.</li> <li>Procedures for other activities are confused or chaotic for the counseling sessions.</li> <li>Counselor is unaware of roles and responsibilities in response to an emergency.</li> </ul>	<ul style="list-style-type: none"> <li>Procedures have been established, but operation is inconsistent.</li> <li>Routines are developing or inconsistently organized for student involvement in the counseling sessions.</li> <li>Counselor has limited awareness of roles and responsibilities in response to an emergency.</li> </ul>	<ul style="list-style-type: none"> <li>Office routines are followed consistently.</li> <li>Routine is even and supportive of student involvement in the counseling sessions.</li> <li>Counselor is aware of roles and responsibilities in response to an emergency.</li> </ul>	<ul style="list-style-type: none"> <li>Office routines are seamless and adapted as needed.</li> <li>Counselor initiates suggestions from students regarding improving student involvement in the counseling sessions.</li> <li>Counselor consistently collaborates and initiates communication with all constituents regarding different stakeholder roles and responsibilities in an emergency response plan.</li> </ul>

<p><b>2d: Establishing expectations/norms for student behavior in the counseling setting</b></p>	<p>Counselor has established no standards of conduct for students during counseling sessions and makes no effort to maintain an environment of civility in the school.</p>	<p>Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.</p>	<p>Counselor has established clear standards of conduct for counseling sessions and makes a contribution to the environment of civility in the school. Counselor communicates, models, and encourages high expectations for student behavior.</p>	<p>Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor makes a significant contribution to the environment of civility in the school. Counselor collaborates with all constituents and is responsive to intervention needs related to student behaviors as they arise.</p>
<p><b>2d: Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>Standards for student conduct have not been established or have not been consistently addressed.</li> <li>Disregards violation of rules of the counseling session.</li> <li>Does not collaborate with colleagues to support school-wide civility as a model for students.</li> </ul>	<ul style="list-style-type: none"> <li>Standards have been established and Counselor attempts to maintain order, with uneven success.</li> <li>Response to student misbehavior is inconsistent during the counseling session.</li> <li>Works with colleagues to support school-wide civility as a model for students.</li> </ul>	<ul style="list-style-type: none"> <li>Standards of conduct have been established and Counselor maintains order with overall success.</li> <li>Student behavior is consistently appropriate during the counseling session.</li> <li>Counselor models appropriate behavior expectations and collaborates with colleagues to embed a culture of civility throughout school.</li> </ul>	<ul style="list-style-type: none"> <li>Students monitor their own behavior, or student behavior is entirely appropriate.</li> <li>Students address misbehavior of their peers in compliance with standards of conduct.</li> <li>Counselor always models and provides interventions for appropriate behavior expectations and provides leadership in supporting a culture of civility throughout the school.</li> </ul>



**RUBRIC FOR SCHOOL COUNSELORS**  
**DOMAIN 3: DELIVERY OF SERVICE**

**L E V E L O F P E R F O R M A N C E**

<b>COMPONENT</b>	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT (BASIC)</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<p><b>3a: Communicating with students to determine their needs</b></p>	<p>Counselor does not assess student behavior or academic needs, or the assessments result in inaccurate conclusions. Counselor does not communicate or collaborate with colleagues to assess student needs.</p>	<p>Counselor's assessments of student behavior or academic needs are basic. Counselor sporadically communicates and collaborates with colleagues regarding student needs.</p>	<p>Counselor assesses student behavior or academic needs and knows the range of student needs in the school. Counselor provides opportunities for all students to be involved in the counseling program through individual, group, and/or classroom counseling. Counselor uses communication with colleagues as part of the assessment of student needs.</p>	<p>Counselor conducts detailed and individualized behavior and/or academic assessments of student needs to develop program plan. Counselor provides all students with opportunities to be involved in the counseling program through individual, group, and/or classroom counseling. Counselor uses communication with colleagues, parents, and outside community agencies as part of the assessment of student needs.</p>
<p><b>3a: Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>• Counselor has no system for assessing student needs.</li> <li>• Counselor inaccurately interprets student data.</li> <li>• Counselor does not communicate or collaborate with colleagues regarding student needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Counselor utilizes a rudimentary assessment system.</li> <li>• Counselor displays limited ability to interpret student data.</li> <li>• Counselor sporadically communicates and collaborates with colleagues regarding student needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Counselor has comprehensive system for assessing needs.</li> <li>• Counselor is proficient in interpreting assessment data and using data to identify needs.</li> <li>• Counselor maintains collaborative communication with colleagues throughout the assessment process to determine student needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Counselor has comprehensive system for assessing needs.</li> <li>• Counselor consistently interprets data to determine detailed individualized behavior and/or academic needs.</li> <li>• Counselor maintains collaborative communication with all constituents, including colleagues, parents, and community agencies throughout the assessment process.</li> <li>• Assessment is ongoing and flexible, based upon student needs.</li> </ul>

<p><b>3b: Assisting students in the formulation of academic, personal/social, and career plans based on knowledge of student needs</b></p>	<p>Counselor does not attempt to help students formulate academic, personal/social, and career plans.</p> <ul style="list-style-type: none"> <li>• Counselor does not seek out or develop appropriate guidance curriculum for needs of the school population.</li> <li>• Counselor does not utilize appropriate techniques when assisting students.</li> <li>• Counselor does not attempt to assist students in goal setting and problem solving.</li> </ul>	<p>Counselor attempts to help students formulate academic, personal/social, and career plans.</p> <ul style="list-style-type: none"> <li>• Counselor develops basic guidance curriculum for the needs of the school population.</li> <li>• Counselor utilizes few techniques when assisting students.</li> <li>• Counselor is inconsistent in assisting students in goal setting or problem solving.</li> </ul>	<p>Counselor helps students formulate academic, personal/social, and career plans while using some data regarding student needs.</p> <ul style="list-style-type: none"> <li>• Counselor develops a comprehensive guidance curriculum for the needs of the school population.</li> <li>• Counselor utilizes a variety of techniques when assisting students.</li> <li>• Counselor consistently assists students in goal setting and problem solving.</li> </ul>	<p>Counselor helps individual students and formulates academic, personal/social, and career plans while using data regarding student needs. Counselor encourages students to actively take part in the creation of their academic, personal/social, and career plans.</p> <ul style="list-style-type: none"> <li>• Counselor develops a guidance curriculum that is individualized and personalized for the needs of the school population.</li> <li>• Counselor utilizes a variety of techniques and is able to make adjustments in all situations to meet student needs.</li> <li>• Students are actively involved in goal setting and problem solving, and Counselor is able to facilitate the needs of individual students.</li> </ul>
<p><b>3c: Delivering counseling services and resources to support students</b></p>	<p>Counselor does not make connections with other programs in order to meet student needs. Counselor does not provide appropriate services and is unaware of resources or does not make appropriate referrals.</p> <ul style="list-style-type: none"> <li>• Counselor lacks knowledge of community or school resources.</li> <li>• Counselor does not provide appropriate services to assist in meeting student needs.</li> <li>• Counselor does not advocate for individual students.</li> </ul>	<p>Counselor's efforts to collaborate services with other programs in the school are partially successful. Counselor has a basic understanding of services to be delivered but makes use of minimal resources and makes appropriate referrals inconsistently.</p>	<p>Counselor collaborates with other colleagues and programs within the school or district to meet student needs. Counselor provides appropriate services using resources available and consistently makes appropriate referrals.</p>	<p>Counselor collaborates with other colleagues, programs, and agencies both within and beyond the school or district to meet individual student needs. Counselor fully utilizes resources available to provide appropriate services and consistently makes the most appropriate referrals in collaboration with school service personnel, based upon individual student needs.</p> <ul style="list-style-type: none"> <li>• Counselor uses a wide variety of resources available to provide the most appropriate services.</li> <li>• Counselor partners with community agencies and sources outside of the school setting in the development of services designed to meet student needs.</li> <li>• Counselor seeks out and makes</li> </ul>
<p><b>3c: Critical Attributes</b></p>	<p>Counselor lacks knowledge of community or school resources. Counselor does not provide appropriate services to assist in meeting student needs. Counselor does not advocate for individual students.</p> <ul style="list-style-type: none"> <li>• Counselor is aware of and utilizes a limited set of community and school resources.</li> <li>• Counselor makes a limited number of referrals.</li> <li>• Counselor is inconsistent in advocating for individual students.</li> </ul>	<p>Counselor is well versed in all school, district, and community resources for students. Counselor collaborates with constituents in the school setting to maximize services and resources for students. Counselor makes appropriate referrals in addressing student needs.</p>	<p>Counselor uses a wide variety of resources available to provide the most appropriate services. Counselor partners with community agencies and sources outside of the school setting in the development of services designed to meet student needs.</p> <ul style="list-style-type: none"> <li>• Counselor seeks out and makes</li> </ul>	<p>Counselor uses a wide variety of resources available to provide the most appropriate services. Counselor partners with community agencies and sources outside of the school setting in the development of services designed to meet student needs.</p> <ul style="list-style-type: none"> <li>• Counselor seeks out and makes</li> </ul>

				<ul style="list-style-type: none"> <li>Counselor advocates for each student as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>appropriate referrals based upon student needs.</li> <li>Counselor is proactive and highly engaged in student advocacy.</li> </ul>
<b>3d: Using assessment to guide counseling services</b>	Counselor does not evaluate student progress or consult with team members to meet students' needs.	Counselor inconsistently evaluates student progress or consults with team members to meet students' needs.	Counselor consistently evaluates student progress and consults with team members to meet students' needs.	Counselor consistently evaluates student progress using multiple measures and consults with team members. Students demonstrate some self-assessment techniques and self-advocacy.	
<b>3d: Critical Attributes</b>	<ul style="list-style-type: none"> <li>Counselor does not monitor student progress or communicate with student.</li> <li>No data collection to determine student progress.</li> <li>No communication or collaboration with school personnel involved in the plan to monitor progress across settings.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor inconsistently monitors and communicates student progress.</li> <li>Limited data collection to determine student progress.</li> <li>Limited communication and collaboration with school personnel involved in the plan to monitor progress across settings.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor consistently monitors student progress and communicates with student.</li> <li>Data collection is used to guide and determine student progress.</li> <li>Communicating and collaborating with school personnel involved in the plan to monitor progress across settings.</li> </ul>	<ul style="list-style-type: none"> <li>Students are able to self-monitor their individual progress.</li> <li>Ongoing data collection from multiple sources to determine student progress.</li> <li>Communicating and collaborating with all constituents involved in the plan to monitor progress across settings.</li> </ul>	
<b>3e: Demonstrating flexibility and responsiveness</b>	Counselor does not adjust and prioritize routines to meet student needs.	Counselor makes minor revisions and adjustments in his/her daily schedule as needed. Counselor attempts to modify priorities to meet student and building needs through use of technology and best practice.	Counselor is aware of student needs and makes revisions and adjustments in his/her daily schedule as needed. Counselor routinely modifies priorities to meet student and building needs through use of technology and best practice.	Counselor proposes changes and quickly incorporates new developments that will best serve needs of students. Counselor is continually aware of student needs and proactively adjusts daily routines to serve student needs.	
<b>3e: Critical Attributes</b>	<ul style="list-style-type: none"> <li>Counselor does not adjust to address student needs.</li> <li>Counselor does not prioritize tasks with student or school goals in mind.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor inconsistently recognizes change in student needs and makes adjustments accordingly.</li> <li>Counselor attempts to modify</li> </ul>	<ul style="list-style-type: none"> <li>Counselor recognizes change in student needs and makes adjustments accordingly.</li> <li>Counselor will routinely modify priorities to meet the needs of</li> </ul>	<ul style="list-style-type: none"> <li>Counselor consistently monitors and uses ongoing changes in student needs to make adjustments accordingly.</li> <li>Counselor seeks a thorough</li> </ul>	

	<ul style="list-style-type: none"> <li>• Counselor's plan is not informed by assessment.</li> <li>• Counselor is unaware of advances to technology and new practices in the field.</li> </ul>	<p>priorities to address student needs.</p> <ul style="list-style-type: none"> <li>• Counselor has limited awareness of advances in technology and new practices and is inconsistent in his/her application.</li> </ul>	<ul style="list-style-type: none"> <li>• students. Counselor is aware of advances in technology and applies new practices in the field.</li> </ul>	<p>understanding of student needs and modifies program accordingly.</p> <ul style="list-style-type: none"> <li>• Counselor actively seeks information about advances in technology, and new educational trends, and applies this knowledge to daily best practices.</li> </ul>
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**RUBRIC FOR SCHOOL COUNSELORS**  
**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

**L E V E L O F P E R F O R M A N C E**

	UNSATISFACTORY	NEEDS IMPROVEMENT (BASIC)	PROFICIENT	DISTINGUISHED
<b>COMPONENT</b>				
<b>4a: Reflecting on counseling practice</b>	Counselor does not reflect on, adjust, or evaluate practice.	Counselor's reflection on, adjustment to, and evaluation of practice are moderately accurate and objective. Counselor makes general suggestions as to how the counseling program might be improved based on some data sources.	Counselor's reflection, adjustment, and evaluation provide an accurate and objective description of the practice and process of evaluation. Counselor makes some specific suggestions as to how the counseling program might be improved based on multiple data sources.	Counselor's reflection, adjustment, and evaluation provide a highly accurate and perceptive description of the practice and process of evaluation. Counselor makes detailed suggestions as to how the counseling program might be improved based on multiple data sources.
<b>4a: Critical Attributes</b>	<ul style="list-style-type: none"> <li>• Counselor does not participate in the process of evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• Counselor participates in the process of evaluation.</li> <li>• Counselor's reflections on and evaluations of practice are moderately accurate.</li> <li>• Counselor makes general suggestions for how to improve the program.</li> <li>• Counselor utilizes minimal data in order to improve the program.</li> </ul>	<ul style="list-style-type: none"> <li>• Counselor actively participates in the process of evaluation.</li> <li>• Counselor's reflections on and evaluations of practice are accurate.</li> <li>• Counselor makes specific suggestions for how to improve the program.</li> <li>• Counselor utilizes a variety of data in order to improve the program.</li> </ul>	<ul style="list-style-type: none"> <li>• Counselor initiates and leads participation in the process of evaluation.</li> <li>• Counselor independently reflects on and revises his/her current practice.</li> <li>• Counselor's reflections on and evaluations of practice are highly accurate.</li> <li>• Counselor makes detailed suggestions for how to improve the program and initiates these suggestions when appropriate.</li> <li>• Counselor utilizes several data sources in order to improve the program.</li> </ul>
<b>4b: Maintaining accurate records</b>	Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records, and documentation are generally accurate but are occasionally late.	Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.	Counselor's approach to record keeping is highly systematic and efficient and could serve as a model for other colleagues.

<p><b>4b: Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>Counselor does not maintain records.</li> <li>Records are inaccurate.</li> <li>Counselor does not meet deadlines.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor maintains records, but organization is lacking.</li> <li>Counselor's record keeping is occasionally inconsistent and/or inaccurate.</li> <li>Counselor is inconsistent in meeting deadlines.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor maintains organized records.</li> <li>Counselor's reports are accurate.</li> <li>Counselor consistently meets deadlines.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor maintains records that are well organized.</li> <li>Counselor's reports are accurate on a consistent basis.</li> <li>Counselor consistently meets deadlines and is able to complete reports efficiently.</li> <li>Counselor serves as a model for record keeping and completion of reports.</li> </ul>
<p><b>4c: Communicating with families</b></p>	<p>Counselor provides no information to families, either about the counseling program and affiliated student service programs or about individual students.</p>	<p>Counselor provides limited information to families about the counseling program, affiliated student service programs, and individual students.</p>	<p>Counselor provides thorough and accurate information to families about the counseling program and affiliated student service programs. Counselor communicates with families in a variety of ways and includes other colleagues when necessary.</p>	<p>Counselor consistently and regularly provides thorough and accurate information to families about the counseling program and affiliated student service programs. Counselor communicates with families in a variety of ways and includes other colleagues when necessary.</p>
<p><b>4c: Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>Counselor does not contact parents.</li> <li>Counselor does not respond to parent requests for contact or information.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor's communication with parents is minimal.</li> <li>Counselor will respond to parent requests for information.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor communicates with parents regularly.</li> <li>Counselor initiates contact with families, providing thorough information.</li> <li>Counselor makes contact in a timely fashion.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor communicates with families in a variety of ways.</li> <li>Counselor seeks out avenues and means to further improve communication with families.</li> <li>Counselor ensures that a variety of means of access are available to families.</li> </ul>
<p><b>4d: Participating in a professional community</b></p>	<p>Counselor's relationships with colleagues are negative or self-serving, and Counselor avoids being involved in school and district events and projects. Counselor does not support and has no involvement in implementation of the district mission.</p>	<p>Counselor participates in school and district meetings and events when specifically requested to do so. Counselor's relationships with colleagues are cordial, and Counselor supports the district mission and is somewhat involved in its implementation.</p>	<p>Counselor actively participates in school and district meetings and events and maintains positive and productive relationships with colleagues. Counselor is supportive of the district mission and actively engaged in its implementation.</p>	<p>Counselor assumes a leadership role and makes a substantial contribution to school and district meetings and events and creates positive and productive relationships with colleagues. Counselor is highly supportive of the district mission and actively involved in its implementation.</p>
<p><b>4d: Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>Counselor does not interact positively with other staff.</li> <li>Counselor is unaware of the district and school missions.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor has minimal communication with other staff.</li> <li>Counselor is aware of the school or district mission but is minimally involved in its implementation.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor is interactive with staff on a regular basis and builds positive relationships.</li> <li>Counselor is a highly active participant in meetings and events to address the improvement of the school and district.</li> <li>Counselor seeks out opportunities to address needs that exist in the building and communicate concerns to others to receive feedback.</li> <li>Counselor serves in a leadership role in the development</li> </ul>	<ul style="list-style-type: none"> <li>Counselor is interactive with staff on a regular basis and builds positive relationships.</li> <li>Counselor is a highly active participant in meetings and events to address the improvement of the school and district.</li> <li>Counselor seeks out opportunities to address needs that exist in the building and communicate concerns to others to receive feedback.</li> <li>Counselor serves in a leadership role in the development</li> </ul>

				of the school and district missions.
<b>4e: Growing and developing professionally</b>	Counselor does not participate in professional development, even when the need is evident.	Counselor's participation in professional development activities is limited to those that are convenient or are required.	Counselor seeks additional opportunities for professional development to enhance best practice and content knowledge and pedagogy.	Counselor actively takes on a leadership role in seeking out and providing professional development opportunities for increasing district counseling services. Counselor makes a substantial contribution to the profession and presents information learned to colleagues in order to improve current practices/counseling program.
<b>4e: Critical Attributes</b>	<ul style="list-style-type: none"> <li>Counselor does not participate in continuing education.</li> <li>Counselor is not involved in any professional associations.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor participates in little continuing education.</li> <li>Counselor is a member of a professional organization.</li> <li>Counselor does not seek out additional professional development opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor participates in continuing education.</li> <li>Counselor has active memberships in professional organizations.</li> <li>Counselor actively seeks out additional professional development.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor frequently participates in continuing education related to the needs of the population served.</li> <li>Counselor has active memberships in professional organizations and participates as a speaker/presenter at the district, state, or national level.</li> <li>Counselor actively seeks out contemporary and relevant professional development related to the population served.</li> <li>Counselor serves as a role model/mentor for colleagues.</li> </ul>
<b>4f: Showing professionalism</b>	Counselor does not display honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Counselor does not adhere to district, state, and federal regulations.	Counselor displays honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Counselor is inconsistent in adherence to district, state, and federal regulations.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Counselor advocates for students when needed. Counselor's practice reflects high professional and ethical standards as well as adherence to district, state, and federal regulations.	Counselor consistently maintains the highest standards of honesty, integrity, and confidentiality as well as adherence to district, state, and federal regulations. Counselor advocates for all students. Counselor models professionalism with colleagues.

<p><b>4f: Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>• Counselor does not maintain confidentiality with students, staff, or parents.</li> <li>• Counselor is dishonest with staff, students, or parents.</li> <li>• Counselor violates district, state, and federal regulations.</li> </ul>	<ul style="list-style-type: none"> <li>• Counselor maintains confidentiality in most situations.</li> <li>• Counselor is honest and ethical.</li> <li>• Counselor is inconsistent in compliance with district, state, and federal regulations.</li> </ul>	<ul style="list-style-type: none"> <li>• Counselor maintains confidentiality and honesty with all constituents.</li> <li>• Counselor advocates for students as needed.</li> <li>• Counselor maintains integrity in all situations.</li> <li>• Counselor demonstrates respect for constituents.</li> <li>• Counselor follows district, state, and federal regulations.</li> </ul>	<ul style="list-style-type: none"> <li>• Counselor consistently maintains the highest standards of confidentiality and honesty with all constituents.</li> <li>• Counselor advocates for all students.</li> <li>• Counselor consistently maintains integrity in all situations.</li> <li>• Counselor serves as a mentor and role model of professional and ethical standards.</li> <li>• Counselor models professionalism among colleagues.</li> <li>• Counselor strictly adheres to district, state, and federal regulations.</li> </ul>
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State has a list of religious holidays mandatory minimal list add other days at your discretion

To signify the end of Ramadan holiday 14-15 list for 15-16 July 18-21 Islamic Holiday

**RUBRIC FOR SCHOOL COUNSELORS**  
**DOMAIN 1: PLANNING AND PREPARATION**

**L E V E L O F P E R F O R M A N C E**

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT (BASIC)	PROFICIENT	DISTINGUISHED
<b>1a: Demonstrating knowledge of counseling theory and techniques</b>	Counselor demonstrates little or no understanding of counseling theory and techniques.	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates thorough understanding of counseling theory and techniques.	Counselor demonstrates comprehensive understanding of counseling theory and techniques and uses knowledge to offer differentiated support appropriate to each situation.
<b>1a: Critical Attributes</b>	<ul style="list-style-type: none"> <li>• Incorrect knowledge of counseling techniques.</li> <li>• Unable to identify appropriate application of various techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Limited counseling theory and techniques.</li> <li>• Depth of knowledge is limited, and variety of techniques does not extend to all populations served.</li> <li>• Inconsistent ability to identify appropriate application of various techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates solid knowledge of counseling discipline.</li> <li>• Multiple techniques for all populations served.</li> <li>• Solid foundation of counseling techniques and their application to individual situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge of concepts.</li> <li>• Familiar with a wide range of methods and how to use them flexibly.</li> <li>• Links the concepts to other areas of counseling or other disciplines.</li> <li>• Extensive knowledge of the most appropriate techniques for each situation.</li> </ul>
<b>1b: Demonstrating knowledge of child and adolescent development</b>	Counselor displays little or no knowledge of child and adolescent development.	Counselor displays partial knowledge of child and adolescent development.	Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as recognition of exceptions to the general patterns.	Counselor uses accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns to determine which individual students follow the general patterns. Counselor thoroughly considers, recognizes, and acquires knowledge from several sources to work with students with individual differences.

<p><b>1b: Critical Attributes</b></p> <ul style="list-style-type: none"> <li>• Cannot identify cognitive and/or social-emotional developmental attributes.</li> <li>• Does not value or use specific cultural or societal factors to guide counseling decisions.</li> <li>• Unaware of student background or experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Has basic understanding of cognitive and/or social-emotional developmental theory.</li> <li>• Has limited knowledge of specific cultural or societal factors to guide counseling decisions.</li> <li>• Aware of student background and experiences but does not apply information to practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Well informed about cognitive and/or social-emotional developmental theory.</li> <li>• Can identify specific cultural or societal factors to guide counseling decisions.</li> <li>• Actively seeks knowledge of student's background, including skills, culture, language, interests, and special needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Well informed about cognitive and/or social-emotional developmental theory applicable to the individual student population served.</li> <li>• Applies understanding of specific cultural or societal factors to individualized practice.</li> <li>• Applies awareness of typical cognitive and developmental functioning to individual cases of practice.</li> <li>• Actively seeks and applies knowledge of student's background, including skills, culture, language, interests, and special needs, from a variety of sources.</li> </ul>
<p><b>1c: Establishing goals for the counseling program appropriate to the setting and the students served</b></p>	<p>Counselor has no clear goals for the counseling program or appropriate goals for either the situation or the age of the students.</p>	<p>Counselor's goals for the counseling program are clear and appropriate for the school, the situation, and the age of the students.</p>	<p>Counselor's goals for the counseling program are highly appropriate for the situation, the school, and the age of the students. The goals have been developed following collaboration with students, colleagues, and staff.</p>
<p><b>1c: Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>• Cannot identify goals.</li> <li>• Goals do not represent response to the needs of the population.</li> <li>• No communication or collaboration with others in the development of goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Goals represent low expectations and rigor.</li> <li>• Goals reflect minimal consideration of the needs of the population.</li> <li>• Collaboration with constituents is minimal.</li> </ul>	<ul style="list-style-type: none"> <li>• Goals represent appropriate expectations and rigor.</li> <li>• Goals reflect consistent consideration of the needs of the population.</li> <li>• Collaboration with constituents in the school setting is consistent.</li> </ul>
<p><b>1d: Planning the counseling program with appropriate resources</b></p>	<p>Counselor's plan lacks coherence and is developed without input from constituents or inclusion of individual, school, and district needs.</p>	<p>Counselor's plan contains guiding principles but is not consistent with individual, school, and district goals. Counselor seeks minimal input from constituents.</p>	<p>Counselor's plan provides extensive knowledge of resources, including those available through the school or district and in the community. Counselor has a deep understanding of student needs and the best practices and resources as to meeting those needs. Counselor identifies all constituents, ensuring collaboration with them when designing the program of services.</p>

<p><b>1d: Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>No knowledge of resources that are appropriate for student population.</li> <li>No collaboration with constituents.</li> <li>No coherent structure to counseling plan/process.</li> </ul>	<ul style="list-style-type: none"> <li>Basic awareness of resources that are appropriate for the needs of individuals, the school, and the district.</li> <li>Inconsistent collaboration with constituents.</li> <li>Limited structure to the counseling plan/process.</li> </ul>	<ul style="list-style-type: none"> <li>Applies knowledge and understanding of available resources and student needs in creation of a comprehensive counseling program.</li> <li>Ensures ongoing input from constituents in developing and updating the counseling program.</li> <li>Provides a clear, detailed structure for implementing the counseling plan/process.</li> </ul>	<ul style="list-style-type: none"> <li>Regularly seeks updated information about resources and best practices for providing a comprehensive counseling program.</li> <li>Demonstrates consistent application of this counseling knowledge to develop individualized counseling services.</li> <li>Collaboration with district and community constituents is evident in design of plan.</li> <li>Plan reflects deep understanding of available resources and best practices for addressing individual student and building needs.</li> </ul>
<p><b>1e: Developing measures to evaluate the counseling program</b></p>	<p>Counselor has not created a plan to evaluate the program.</p>	<p>Counselor has a rudimentary plan to evaluate the counseling program. The plan has limited provision for the inclusion of input from others or the collection of data designed to assess the degree to which goals have been met.</p>	<p>Counselor's plan to evaluate the program involves all constituents. The plan is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.</p>	<p>Counselor's plan to evaluate the program is highly sophisticated, with a wide variety of sources of evidence and a clear path toward improving the program on an ongoing basis. The plan provides for active involvement of constituents and careful collection of data on program goals.</p>
<p><b>1e: Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>No plan for evaluation of the counseling program exists.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation plan has a limited provision for data collection.</li> <li>Plan contains limited provision for feedback from constituents.</li> <li>Plan doesn't reflect consideration of program goals.</li> </ul>	<ul style="list-style-type: none"> <li>Plan provides for collection of relevant data.</li> <li>Plan provides for input from constituents.</li> <li>Plan is consistently updated based upon feedback from constituents.</li> <li>Plan is consistent with program goals.</li> </ul>	<ul style="list-style-type: none"> <li>Plan includes processes for reviewing progress of the counseling program so that formative adjustments can be made several times throughout the evaluation process.</li> <li>Counselor communicates with all constituents and seeks out support and resources for his/her practice and performance in order to best serve students and the needs of the community.</li> <li>Counselor uses a variety of methods in program evaluation.</li> <li>Organization of plan provides for changes to assessment methods and details as dictated by feedback from constituents and/or data collected.</li> <li>Counselor consistently evaluates his/her performance on an ongoing basis.</li> </ul>

**RUBRIC FOR SCHOOL COUNSELORS**  
**DOMAIN 2: THE ENVIRONMENT**

		L E V E L O F P E R F O R M A N C E			
COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT (BASIC)	PROFICIENT	DISTINGUISHED	
<p><b>2a: Creating an environment of respect and rapport</b></p>	<p>Counselor does not create a safe and inviting environment. Interactions between Counselor and students are negative, inappropriate, or insensitive to students' cultural backgrounds.</p>	<p>Counselor creates an environment that is safe and accessible, with interactions between Counselor and students being generally appropriate and free from conflict. Interactions may be characterized by occasional displays of insensitivity or lack of response to cultural or developmental differences.</p>	<p>Counselor creates an environment that is safe, accessible, and inviting, designed to appeal to the population served. Interactions between students and Counselor are respectful. Interactions reflect general warmth and caring, and are appropriate to the cultural and developmental characteristics of the population served. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking emotional risks.</p>	<p>Counselor creates an environment that is always inviting and appealing, reflecting sensitivity to the cultural and developmental characteristics of the population. Interactions reflect general warmth and caring, and are appropriate to the cultural and developmental characteristics of the population served. Individual students seek out the Counselor, reflecting a high degree of comfort and trust in the relationship. The net result is an environment where all students feel valued and are comfortable taking emotional risks.</p>	
<p><b>2a: Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>• Speaks disrespectfully to students.</li> <li>• Displays a lack of familiarity with or caring about individual students.</li> <li>• Unaware of cultural and developmental characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally disrespectful.</li> <li>• Attempts to make connections, but reactions indicate that the efforts are not successful or are unusual.</li> <li>• Limited awareness of cultural and developmental characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>• Interactions are uniformly respectful.</li> <li>• General connections with students are positive.</li> <li>• Aware of cultural and developmental characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently demonstrates knowledge and caring about individual students.</li> <li>• Treats individual students with dignity in all situations.</li> <li>• Demonstrates and applies appropriate cultural and developmental awareness in interactions with students.</li> </ul>	

<p><b>2b: Establishing a culture for productive communication</b></p>	<p>Counselor makes no attempt to establish a culture for productive communication in the counseling setting between student and Counselor.</p>	<p>Counselor attempts to promote a culture in the counseling setting for productive and respectful communication between student and Counselor.</p>	<p>Counselor promotes a culture in the counseling setting for productive and respectful communication, with the expectation of more in-depth responses and commitment to the counseling process from the student.</p>
<p><b>2b: Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>Does not participate in or attend meetings or discussions.</li> <li>Unwilling to communicate with different stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>Attends some meetings and discussions regarding students.</li> <li>Inconsistently communicates with different stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>Initiates and or is involved in setting up and planning meetings regarding individual students.</li> <li>Consistently initiates communication with all stakeholders.</li> </ul>
<p><b>2c: Managing routines and procedures in the counseling setting</b></p>	<p>Counselor's routines for the counseling center or classroom work are nonexistent or in disarray. Counselor is unable to prioritize time-sensitive tasks. Counselor does not have an organized plan to address emergencies.</p>	<p>Counselor has rudimentary and partially successful routines for the counseling center or classroom. Counselor is inconsistent in prioritizing tasks. Counselor has a rudimentary plan for handling emergencies.</p>	<p>Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them. Counselor prioritizes all tasks. Counselor develops and communicates an emergency response plan in collaboration with all constituents.</p>
<p><b>2c: Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>No established procedures or routines.</li> <li>Procedures for other activities are confused or chaotic for the counseling sessions.</li> <li>Counselor is unaware of roles and responsibilities in response to an emergency.</li> </ul>	<ul style="list-style-type: none"> <li>Procedures have been established, but operation is inconsistent.</li> <li>Routines are developing or inconsistently organized for student involvement in the counseling sessions.</li> <li>Counselor has limited awareness of roles and responsibilities in response to an emergency.</li> </ul>	<ul style="list-style-type: none"> <li>Office routines are seamless and adapted as needed.</li> <li>Counselor initiates suggestions from students regarding improving student involvement in the counseling sessions.</li> <li>Counselor consistently collaborates and initiates communication with all constituents regarding different stakeholder roles and responsibilities in an emergency response plan.</li> </ul>

<p><b>2d: Establishing expectations/norms for student behavior in the counseling setting</b></p>	<p>Counselor has established no standards of conduct for students during counseling sessions and makes no effort to maintain an environment of civility in the school.</p>	<p>Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.</p>	<p>Counselor has established clear standards of conduct for counseling sessions and makes a contribution to the environment of civility in the school. Counselor communicates, models, and encourages high expectations for student behavior.</p>	<p>Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor makes a significant contribution to the environment of civility in the school. Counselor collaborates with all constituents and is responsive to intervention needs related to student behaviors as they arise.</p>
<p><b>2d: Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>• Standards for student conduct have not been established or have not been consistently addressed.</li> <li>• Disregards violation of rules of the counseling session.</li> <li>• Does not collaborate with colleagues to support school-wide civility as a model for students.</li> </ul>	<ul style="list-style-type: none"> <li>• Standards have been established and Counselor attempts to maintain order, with uneven success.</li> <li>• Response to student misbehavior is inconsistent during the counseling session.</li> <li>• Works with colleagues to support school-wide civility as a model for students.</li> </ul>	<ul style="list-style-type: none"> <li>• Standards of conduct have been established and Counselor maintains order with overall success.</li> <li>• Student behavior is consistently appropriate during the counseling session.</li> <li>• Counselor models appropriate behavior expectations and collaborates with colleagues to embed a culture of civility throughout school.</li> </ul>	<ul style="list-style-type: none"> <li>• Students monitor their own behavior, or student behavior is entirely appropriate.</li> <li>• Students address misbehavior of their peers in compliance with standards of conduct.</li> <li>• Counselor always models and provides interventions for appropriate behavior expectations and providing a leadership in supporting a culture of civility throughout the school.</li> </ul>

**RUBRIC FOR SCHOOL COUNSELORS**  
**DOMAIN 3: DELIVERY OF SERVICE**

**L E V E L O F P E R F O R M A N C E**

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT (BASIC)	PROFICIENT	DISTINGUISHED
3a: Communicating with students to determine their needs	Counselor does not assess student behavior or academic needs, or the assessments result in inaccurate conclusions. Counselor does not communicate or collaborate with colleagues to assess student needs.	Counselor's assessments of student behavior or academic needs are basic. Counselor sporadically communicates and collaborates with colleagues regarding student needs.	Counselor assesses student behavior or academic needs and knows the range of student needs in the school. Counselor provides opportunities for all students to be involved in the counseling program through individual, group, and/or classroom counseling. Counselor uses communication with colleagues as part of the assessment of student needs.	Counselor conducts detailed and individualized behavior and/or academic assessments of student needs to develop program plan. Counselor provides all students with opportunities to be involved in the counseling program through individual, group, and/or classroom counseling. Counselor uses communication with colleagues, parents, and outside community agencies as part of the assessment of student needs.
3a: Critical Attributes	<ul style="list-style-type: none"> <li>Counselor has no system for assessing student needs.</li> <li>Counselor inaccurately interprets student data.</li> <li>Counselor does not communicate or collaborate with colleagues regarding student needs.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor utilizes a rudimentary assessment system.</li> <li>Counselor displays limited ability to interpret student data.</li> <li>Counselor sporadically communicates and collaborates with colleagues regarding student needs.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor has comprehensive system for assessing needs.</li> <li>Counselor is proficient in interpreting assessment data and using data to identify needs.</li> <li>Counselor maintains collaborative communication with colleagues throughout the assessment process to determine student needs.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor has comprehensive system for assessing needs.</li> <li>Counselor consistently interprets data to determine detailed individualized behavior and/or academic needs.</li> <li>Counselor maintains collaborative communication with all constituents, including colleagues, parents, and community agencies throughout the assessment process.</li> <li>Assessment is ongoing and flexible, based upon student needs.</li> </ul>



<p><b>3b: Assisting students in the formulation of academic, personal/social, and career plans based on knowledge of student needs</b></p>	<p>Counselor does not attempt to help students formulate academic, personal/social, and career plans.</p>	<p>Counselor attempts to help students formulate academic, personal/social, and career plans.</p>	<p>Counselor helps students formulate academic, personal/social, and career plans while using some data regarding student needs.</p>	<p>Counselor helps individual students and formulates academic, personal/social, and career plans while using data regarding student needs. Counselor encourages students to actively take part in the creation of their academic, personal/social, and career plans.</p>
<p><b>3b: Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>Counselor does not seek out or develop appropriate guidance curriculum for needs of the school population.</li> <li>Counselor does not utilize appropriate techniques when assisting students.</li> <li>Counselor does not attempt to assist students in goal setting and problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor develops basic guidance curriculum for the needs of the school population.</li> <li>Counselor utilizes few techniques when assisting students.</li> <li>Counselor is inconsistent in assisting students in goal setting or problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor develops a comprehensive guidance curriculum for the needs of the school population.</li> <li>Counselor utilizes a variety of techniques when assisting students.</li> <li>Counselor consistently assists students in goal setting and problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor develops a guidance curriculum that is individualized and personalized for the needs of the school population.</li> <li>Counselor utilizes a variety of techniques and is able to make adjustments in all situations to meet student needs.</li> <li>Students are actively involved in goal setting and problem solving, and Counselor is able to facilitate the needs of individual students.</li> </ul>
<p><b>3c: Delivering counseling services and resources to support students</b></p>	<p>Counselor does not make connections with other programs in order to meet student needs. Counselor does not provide appropriate services and is unaware of resources or does not make appropriate referrals.</p>	<p>Counselor's efforts to collaborate services with other programs in the school are partially successful. Counselor has a basic understanding of services to be delivered but makes use of minimal resources and makes appropriate referrals inconsistently.</p>	<p>Counselor collaborates with other colleagues and programs within the school or district to meet student needs. Counselor provides appropriate services using resources available and consistently makes appropriate referrals.</p>	<p>Counselor collaborates with other colleagues, programs, and agencies both within and beyond the school or district to meet individual student needs. Counselor fully utilizes resources available to provide appropriate services and consistently makes the most appropriate referrals in collaboration with school service personnel, based upon individual student needs.</p>
<p><b>3c: Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>Counselor lacks knowledge of community or school resources.</li> <li>Counselor does not provide appropriate services to assist in meeting student needs.</li> <li>Counselor does not advocate for individual students.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor is aware of and utilizes a limited set of community and school resources.</li> <li>Counselor makes a limited number of referrals.</li> <li>Counselor is inconsistent in advocating for individual students.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor is well versed in all school, district, and community resources for students.</li> <li>Counselor collaborates with constituents in the school setting to maximize services and resources for students.</li> <li>Counselor makes appropriate referrals in addressing student needs.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor uses a wide variety of resources available to provide the most appropriate services.</li> <li>Counselor partners with community agencies and sources outside of the school setting in the development of services designed to meet student needs.</li> <li>Counselor seeks out and makes</li> </ul>

				<ul style="list-style-type: none"> <li>Counselor advocates for each student as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>appropriate referrals based upon student needs.</li> <li>Counselor is proactive and highly engaged in student advocacy.</li> </ul>
<b>3d: Using assessment to guide counseling services</b>	Counselor does not evaluate student progress or consult with team members to meet students' needs.	Counselor inconsistently evaluates student progress or consults with team members to meet students' needs.	Counselor consistently evaluates student progress and consults with team members to meet students' needs.	Counselor consistently evaluates student progress using multiple measures and consults with team members. Students demonstrate some self-assessment techniques and self-advocacy.	Counselor consistently evaluates student progress using multiple measures and consults with team members. Students demonstrate some self-assessment techniques and self-advocacy.
<b>3d: Critical Attributes</b>	<ul style="list-style-type: none"> <li>Counselor does not monitor student progress or communicate with student.</li> <li>No data collection to determine student progress.</li> <li>No communication or collaboration with school personnel involved in the plan to monitor progress across settings.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor inconsistently monitors and communicates student progress.</li> <li>Limited data collection to determine student progress.</li> <li>Limited communication and collaboration with school personnel involved in the plan to monitor progress across settings.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor consistently monitors student progress and communicates with student.</li> <li>Data collection is used to guide and determine student progress.</li> <li>Communicating and collaborating with all personnel involved in the plan to monitor progress across settings.</li> </ul>	<ul style="list-style-type: none"> <li>Students are able to self-monitor their individual progress.</li> <li>Ongoing data collection from multiple sources to determine student progress.</li> <li>Communicating and collaborating with all constituents involved in the plan to monitor progress across settings.</li> </ul>	
<b>3e: Demonstrating flexibility and responsiveness</b>	Counselor does not adjust and prioritize routines to meet student needs.	Counselor makes minor revisions and adjustments in his/her daily schedule as needed. Counselor attempts to modify priorities to meet student and building needs through use of technology and best practice.	Counselor is aware of student needs and makes revisions and adjustments in his/her daily schedule as needed. Counselor routinely modifies priorities to meet student and building needs through use of technology and best practice.	Counselor proposes changes and quickly incorporates new developments that will best serve needs of students. Counselor is continually aware of student needs and proactively adjusts daily routines to serve student needs.	Counselor proposes changes and quickly incorporates new developments that will best serve needs of students. Counselor is continually aware of student needs and proactively adjusts daily routines to serve student needs.
<b>3e: Critical Attributes</b>	<ul style="list-style-type: none"> <li>Counselor does not adjust to address student needs.</li> <li>Counselor does not prioritize tasks with student or school goals in mind.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor inconsistently recognizes change in student needs and makes adjustments accordingly.</li> <li>Counselor attempts to modify</li> </ul>	<ul style="list-style-type: none"> <li>Counselor recognizes change in student needs and makes adjustments accordingly.</li> <li>Counselor will routinely modify priorities to meet the needs of</li> </ul>	<ul style="list-style-type: none"> <li>Counselor consistently monitors and uses ongoing changes in student needs to make adjustments accordingly.</li> <li>Counselor seeks a thorough</li> </ul>	

	<ul style="list-style-type: none"> <li>• Counselor's plan is not informed by assessment.</li> <li>• Counselor is unaware of advances to technology and new practices in the field.</li> </ul>	<p>priorities to address student needs.</p> <ul style="list-style-type: none"> <li>• Counselor has limited awareness of advances in technology and new practices and is inconsistent in his/her application.</li> </ul>	<ul style="list-style-type: none"> <li>• students. Counselor is aware of advances in technology and applies new practices in the field.</li> </ul>	<p>understanding of student needs and modifies program accordingly.</p> <ul style="list-style-type: none"> <li>• Counselor actively seeks information about advances in technology, and new educational trends, and applies this knowledge to daily best practices.</li> </ul>
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**RUBRIC FOR SCHOOL COUNSELORS  
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

**L E V E L O F P E R F O R M A N C E**

<b>COMPONENT</b>	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT (BASIC)</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<p><b>4a: Reflecting on counseling practice</b></p>	<p>Counselor does not reflect on, adjust, or evaluate practice.</p>	<p>Counselor's reflection, adjustment to, and evaluation of practice are moderately accurate and objective. Counselor makes general suggestions as to how the counseling program might be improved based on some data sources.</p>	<p>Counselor's reflection, adjustment, and evaluation provide an accurate and objective description of the practice and process of evaluation. Counselor makes some specific suggestions as to how the counseling program might be improved based on multiple data sources.</p>	<p>Counselor's reflection, adjustment, and evaluation provide a highly accurate and perceptive description of the practice and process of evaluation. Counselor makes detailed suggestions as to how the counseling program might be improved based on multiple data sources.</p>
<p><b>4a: Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>Counselor does not participate in the process of evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor participates in the process of evaluation.</li> <li>Counselor's reflections on and evaluations of practice are moderately accurate.</li> <li>Counselor makes general suggestions for how to improve the program.</li> <li>Counselor utilizes minimal data in order to improve the program.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor actively participates in the process of evaluation.</li> <li>Counselor's reflections on and evaluations of practice are accurate.</li> <li>Counselor makes specific suggestions for how to improve the program.</li> <li>Counselor utilizes a variety of data in order to improve the program.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor initiates and leads participation in the process of evaluation.</li> <li>Counselor independently reflects on and revises his/her current practice.</li> <li>Counselor's reflections on and evaluations of practice are highly accurate.</li> <li>Counselor makes detailed suggestions for how to improve the program and initiates these suggestions when appropriate.</li> <li>Counselor utilizes several data sources in order to improve the program.</li> </ul>
<p><b>4b: Maintaining accurate records</b></p>	<p>Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.</p>	<p>Counselor's reports, records, and documentation are generally accurate but are occasionally late.</p>	<p>Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.</p>	<p>Counselor's approach to record keeping is highly systematic and efficient and could serve as a model for other colleagues.</p>

<p><b>4b: Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>Counselor does not maintain records.</li> <li>Records are inaccurate.</li> <li>Counselor does not meet deadlines.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor maintains records, but organization is lacking.</li> <li>Counselor's record keeping is occasionally inconsistent and/or inaccurate.</li> <li>Counselor is inconsistent in meeting deadlines.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor maintains organized records.</li> <li>Counselor's reports are accurate.</li> <li>Counselor consistently meets deadlines.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor maintains records that are well organized.</li> <li>Counselor's reports are accurate on a consistent basis.</li> <li>Counselor consistently meets deadlines and is able to complete reports efficiently.</li> <li>Counselor serves as a model for record keeping and completion of reports.</li> </ul>
<p><b>4c: Communicating with families</b></p>	<p>Counselor provides no information to families, either about the counseling program and affiliated student service programs or about individual students.</p>	<p>Counselor provides limited information to families about the counseling program, affiliated student service programs, and individual students.</p>	<p>Counselor provides thorough and accurate information to families about the counseling program, affiliated student service programs, and individual students.</p>	<p>Counselor consistently and regularly provides thorough and accurate information to families about the counseling program and affiliated student service programs. Counselor communicates with families in a variety of ways and includes other colleagues when necessary.</p>
<p><b>4c: Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>Counselor does not contact parents.</li> <li>Counselor does not respond to parent requests for contact or information.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor's communication with parents is minimal.</li> <li>Counselor will respond to parent requests for information.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor communicates with parents regularly.</li> <li>Counselor initiates contact with families, providing thorough information.</li> <li>Counselor makes contact in a timely fashion.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor communicates with families in a variety of ways.</li> <li>Counselor seeks out avenues and means to further improve communication with families.</li> <li>Counselor ensures that a variety of means of access are available to families.</li> </ul>
<p><b>4d: Participating in a professional community</b></p>	<p>Counselor's relationships with colleagues are negative or self-serving, and Counselor avoids being involved in school and district events and projects. Counselor does not support implementation of the district mission.</p>	<p>Counselor participates in school and district meetings and events when specifically requested to do so. Counselor's relationships with colleagues are cordial, and Counselor supports the district mission and is somewhat involved in its implementation.</p>	<p>Counselor actively participates in school and district meetings and events and maintains positive and productive relationships with colleagues. Counselor is supportive of the district mission and actively engaged in its implementation.</p>	<p>Counselor assumes a leadership role and makes a substantial contribution to school and district meetings and events and creates positive and productive relationships with colleagues. Counselor is highly supportive of the district mission and actively involved in its implementation.</p>
<p><b>4d: Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>Counselor does not interact positively with other staff.</li> <li>Counselor is unaware of the district and school missions.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor has minimal communication with other staff.</li> <li>Counselor is aware of the school or district mission but is minimally involved in its implementation.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor is interactive with staff on a regular basis and maintains positive relationships.</li> <li>Counselor actively engages in meetings and events toward the improvement of the school and district.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor is interactive with staff on a regular basis and builds positive relationships.</li> <li>Counselor is a highly active participant in meetings and events to address the improvement of the school and district.</li> <li>Counselor seeks out opportunities to address needs that exist in the building and communicate concerns to others to receive feedback.</li> <li>Counselor serves in a leadership role in the development</li> </ul>

					of the school and district missions.
<b>4e: Growing and developing professionally</b>	Counselor does not participate in professional development, even when the need is evident.	Counselor's participation in professional development activities is limited to those that are convenient or are required.	Counselor seeks additional opportunities for professional development to enhance best practice and content knowledge and pedagogy.	Counselor actively takes on a leadership role in seeking out and providing professional development opportunities for increasing district counseling services. Counselor makes a substantial contribution to the profession and presents information learned to colleagues in order to improve current practices/counseling program.	
<b>4e: Critical Attributes</b>	<ul style="list-style-type: none"> <li>Counselor does not participate in continuing education.</li> <li>Counselor is not involved in any professional associations.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor participates in little continuing education.</li> <li>Counselor is a member of a professional organization.</li> <li>Counselor does not seek out additional professional development opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor participates in continuing education.</li> <li>Counselor has active memberships in professional organizations.</li> <li>Counselor actively seeks out additional professional development.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor frequently participates in continuing education related to the needs of the population served.</li> <li>Counselor has active memberships in professional organizations and participates as a speaker/presenter at the district, state, or national level.</li> <li>Counselor actively seeks out contemporary and relevant professional development related to the population served.</li> <li>Counselor serves as a role model/mentor for colleagues.</li> </ul>	
<b>4f: Showing professionalism</b>	Counselor does not display honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Counselor does not adhere to district, state, and federal regulations.	Counselor displays honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Counselor is inconsistent in adherence to district, state, and federal regulations.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Counselor advocates for students when needed. Counselor's practice reflects high professional and ethical standards as well as adherence to district, state, and federal regulations.	Counselor consistently maintains the highest standards of honesty, integrity, and confidentiality as well as adherence to district, state, and federal regulations. Counselor advocates for all students. Counselor models professionalism with colleagues.	

<p><b>4f. Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>• Counselor does not maintain confidentiality with students, staff, or parents.</li> <li>• Counselor is dishonest with staff, students, or parents.</li> <li>• Counselor violates district, state, and federal regulations.</li> </ul>	<ul style="list-style-type: none"> <li>• Counselor maintains confidentiality in most situations.</li> <li>• Counselor is honest and ethical.</li> <li>• Counselor is inconsistent in compliance with district, state, and federal regulations.</li> </ul>	<ul style="list-style-type: none"> <li>• Counselor maintains confidentiality and honesty with all constituents.</li> <li>• Counselor advocates for students as needed.</li> <li>• Counselor maintains integrity in all situations.</li> <li>• Counselor demonstrates respect for constituents.</li> <li>• Counselor follows district, state, and federal regulations.</li> </ul>	<ul style="list-style-type: none"> <li>• Counselor consistently maintains the highest standards of confidentiality and honesty with all constituents.</li> <li>• Counselor advocates for all students.</li> <li>• Counselor consistently maintains integrity in all situations.</li> <li>• Counselor serves as a mentor and role model of professional and ethical standards.</li> <li>• Counselor models professionalism among colleagues.</li> <li>• Counselor strictly adheres to district, state, and federal regulations.</li> </ul>
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