

Kalamazoo RESA

Performance Review Rubric for Professional Staff:

School Social Worker

Psychologist

Occupational Therapist

Physical Therapist

Speech & Language Pathologist

Teacher Consultant

Audiologist

Behavior Support Specialist

Transition Coordinator

Based on Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, 1996 and North Central Local Schools, 2006

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IA. Domain 1				
Planning & Preparation				
Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
1. Knowledge and skill in evaluation; direct and indirect service provision; holds the relevant certification or license	Demonstrates little or no knowledge and skill in evaluation. Allows the certification/license to lapse.	Demonstrates basic knowledge and skill in evaluation; holds the necessary certification, license or degree.	Demonstrates thorough knowledge and skill in evaluation; holds the necessary certificate, license or degree.	Demonstrates extensive knowledge and skill in the therapy area; holds the necessary certificate, license or degree and seeks out additional training in areas of professional interest.
2. Knowledge of district, state, and federal regulations and guidelines. *Including ASHA guidelines.	Demonstrates little or no knowledge of special education laws and procedures.	Demonstrates basic knowledge or special education laws and procedures.	Demonstrates thorough knowledge of special education laws and procedures.	Knowledge of special education laws and procedures is extensive; takes a leadership role in updating colleagues on current issues and changes.
3. Knowledge of resources, both within and beyond the school and district	Demonstrates little or no knowledge of resources, and an unwillingness to seek knowledge for students.	Demonstrates basic knowledge of resources for students available through the school or district.	Demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Demonstrates extensive knowledge of collaboration and utilization of community resources for students available through the school or district and in the larger community.
4. Integration of services with the school program/home/ community to meet the needs of individual students.	Services consistent of a random collection of unrelated activities, lacking coherence or an overall structure.	Plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Has developed a plan that includes the important aspects of their work in the setting. Is flexible in integrating the varying needs of the district/family/ student.	Plan is highly coherent and preventative and serves to support students individually within the family and broader educational community.
5. Goals for the intervention program appropriate to the setting and the students served.	Has no clear goals for the program or they are inappropriate to either the situation or the age of the students.	Goals for the program are rudimentary and are partially suitable to the situation and to the age of the students.	Goals for the program are clear and appropriate to the situation in the school/family and to the age of the students.	Goals for the program are highly appropriate to the situation in the treatment area/home and to the age of the students and have been developed through collaboration with the team and the family.
6. Program/service evaluation	Has no plan or has a rudimentary plan to evaluate services provided without data collection.	Has a plan to evaluate services that is organized around clear goals and collection of evidence is sporadic.	Plan to evaluate services is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Evaluation plan is highly sophisticated with imaginative sources of evidence and a clear path towards improving services and the program on an ongoing basis.

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IB. Domain 2				
The Environment				
	Level of Performance			
Element	Unsatisfactory	Basic	Proficient	Distinguished
1. Establishing rapport with students	Interactions with students are negative or inappropriate; students appear uncomfortable in the evaluation/treatment area.	Interactions are a mix of positive and negative; efforts at developing rapport are partially successful.	Interactions with students are positive and respectful; students appear comfortable in the evaluation/treatment area.	Students seek out; reflecting a high degree of comfort and trust in the relationship.
2. Organizing time effectively	Exercise poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Time-management skills are moderately well developed; essential activities are carried out but not always in the most efficient manner.	Exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.
3. Organizing physical space for evaluation, treatment area of students and providing therapy. *may not be applicable to home setting	The evaluation/treatment area is disorganized and poorly suited to working with students. Materials are difficult to find when needed.	The evaluation/treatment area is moderately well organized and moderately well suited to working with students. Materials are usually available.	The evaluation treatment area is well organized; materials are available when needed.	The evaluation treatment area is highly organized and is inviting to students. Materials are convenient when needed.
4. Establishing standards of conduct in the treatment area.	No standards of conduct have been established; disregards or fails to address negative student behavior during evaluation or treatment.	Standards of conduct appear to have been established for the evaluation treatment area. Attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	Standards of conduct have been established for the evaluation/treatment area. Monitors student behavior against those standards; response to students and family is appropriate, positive and respectful.	Standards of conduct have been established for evaluations. Monitoring of students is subtle and preventive. Self-regulation is evident when appropriate.

IC. Domain 3				
Delivery of Service				
Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
1. Responding to referrals and evaluating student needs	Fails to respond to referrals or makes hasty assessments of student needs.	Responds to referrals and makes adequate assessments of student needs.	Responds to referrals and makes thorough assessments of student needs or provides appropriate notice to parents of district alternatives.	Is proactive in responding to referrals and makes highly competent assessments of student needs. Participates in data-based intervention process prior to special education referrals.
2. Communicating with families	Fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Communicates with families and educational team is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Communicates with families and secures necessary permissions, doing so in a manner sensitive to cultural and linguistic traditions.	Secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Reaches out to families of students to enhance trust.
3. Written communication, collecting information, writing reports	Neglects to collect important information on which to base service plans; reports are inaccurate or not appropriate to the audience. Lack clarity.	Collects most of the important information on which to base service plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	Collects all the important information on which to base service plans; reports are accurate and appropriate to the audience.	Is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and tailored for the audience.
4. Demonstrating flexibility and responsiveness	Adheres to the services in spite of evidence of its inadequacy.	Makes modest changes in the service provision when confronted with evidence of the need for change.	Makes revisions in the service provision when they are needed.	Is continually seeking ways to improve services and makes changes as needed in response to student, parent, or teacher input.
5. Developing and implementing treatment plans to maximize students' success	Fails to develop treatment plans suitable for students or plans are mismatched with the finding of assessments.	Plans for students are partially suitable for them or sporadically aligned with identified needs.	Plans for students are suitable for them, provided in multiple environments, when appropriate, and are aligned with identified needs.	Develops comprehensive plans for students, finding ways to creatively meet student and family needs and incorporate many related elements.

ID.		Professional Responsibilities			Domain 4
Element		Level of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
1. Reflecting on practice		Does not reflect on practice, or the reflections are inaccurate or self-serving.	Reflection on practice is moderately accurate and objective, without citing specific examples, and with only global suggestions as to how it might be improved.	Reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Makes some specific suggestions as to how the program might be improved.	Reflection is highly accurate and perception citing specific examples that were not fully successful for at least some students. Draws on an extensive repertoire to suggest alternative strategies.
2. Collaboration with teachers and administrators		Is not available to staff for questions and planning and declines to provide background material when requested.	Is available to staff for questions and planning and provides background material when requested.	Initiates contact with the student's team to confer regarding individual cases.	Seeks members of the student's team, to confer regarding cases, soliciting their individual perspectives on individual students and further developing the service team.
3. Participating in a professional community		Relationships with colleagues are negative or self-serving; avoids being involved in school and district events and projects.	Relationships with colleagues are cordial; participates in school and district events and projects when specifically asked to do so.	Participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
4. Engaging in professional development		Does not participate in professional development activities even when such activities are clearly needed for the development of skills.	Participation in professional development activities is limited to those that are convenient or are required.	Seeks out opportunities for professional development based on an individual assessment of need.	Actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
5. Showing professionalism, including integrity, advocacy, and maintaining confidentiality		Displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Displays honesty, integrity and confidentiality in interactions with colleagues, students and the public and, at times, advocates for students.	Displays high standards of honesty, integrity and confidentiality in interactions with colleagues, students and the public and advocates for students when needed.	Displays high standards of honesty, integrity and confidentiality in interactions with colleagues, students and the public and advocates for students when needed, taking a leadership role with colleagues.
6. Maintaining an effective data-management system (IEP, etc)		Data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	Has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	Has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Uses the system to communicate with team and parents (utilization of graphs, etc.)

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