HAMMONTON PUBLIC SCHOOLS

EVALUATION RUBRIC for SPEECH-LANGUAGE SPECIALISTS and OCCUPATIONAL THERAPISTS

**Domain 1: Planning and Preparation**

**Component 1a: Demonstrating Knowledge of Role as a Related Service Provider**

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| **ELEMENT** | **LEVEL OF PERFORMANCE** | | | |
| **Ineffective** | **Partially Effective** | **Effective** | **Highly Effective** |
| **Knowledge of Provider’s Specific Professional Discipline** | *Provider does not have know-ledge of his/her professional discipline as it relates to the educational setting.* | *Provider displays basic know-ledge of his/her professional discipline as it relates to the educational setting.* | *Provider displays solid know-ledge of his/her professional discipline as it relates to the educational setting.* | *Provider displays extensive knowledge of his/her profes-sional discipline as it relates to the educational setting.* |
| **Availability to Staff and Parents** | *Provider display little effort to be available to staff and parents.* | *Provider display some effort to be available to staff and parents.* | *Provider is regularly available to staff and parents.* | *Provider is regularly available to staff and parents and is flexible regarding the needs of staff and parents.* |
| **Suggestions of Appropriate Interventions** | *Provider displays little under-standing of the issues that impact student learning.* | *Provider displays basic under-standing of the issues that impact student learning.* | *Provider makes meaningful recommendations based on current research of best educational practices.* | *Provider makes meaningful recommendations based on current research of best educational practices and continues to search for updated research.* |

**Domain 1: Planning and Preparation**

**Component 1b: Demonstrating Knowledge of Students**

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| **ELEMENT** | **LEVEL OF PERFORMANCE** | | | |
| **Ineffective** | **Partially Effective** | **Effective** | **Highly Effective** |
| **Knowledge of Characteristics of Age Group** | *Provider displays minimal knowledge of developmental characteristics of age group.* | *Provider displays general knowledge of developmental characteristics of age group.* | *Provider displays thorough understanding of typical developmental characteristics of age group, as well as exceptions to general patterns.* | *Provider displays thorough understanding of typical developmental characteristics of age group, exceptions to the patterns, and how this impacts upon learning.* |
| **Knowledge of Students’ Varied Approaches to Learning** | *Provider is unfamiliar with the different approaches to learn-ing that students exhibit, such as learning styles, modalities, and “intelligences”.* | *Provider displays general understanding of the different approaches to learning that students exhibit.* | *Provider displays solid understanding of the different approaches to learning that students exhibit.* | *Provider uses knowledge of students’ varied approaches to learning in providing services / consultation.* |
| **Knowledge of Students’ Skills and Abilities** | *Provider displays little knowledge of students’ skills, abilities, and behaviors.* | *Provider recognizes the value of understanding students’ skills, abilities, and behaviors.* | *Provider displays knowledge of students’ skills, abilities, and behaviors and recognizes the value of his/her knowledge.* | *Provider displays knowledge of students’ skills, abilities, and behaviors and recognizes the value of his/her knowledge and provides appropriate interventions.* |

**Domain 1: Planning and Preparation**

**Component 1c: Assist in Development of Educational Programs**

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| **ELEMENT** | **LEVEL OF PERFORMANCE** | | | |
| **Ineffective** | **Partially Effective** | **Effective** | **Highly Effective** |
| **Development of Individual Student Educational Goals** | *Goals are neither suitable nor do they permit viable methods of assessment.* | *Goals are only moderately suitable. Some goals do not permit viable methods of assessment.* | *Most goals are suitable, and most permit viable assessment.* | *All goals are suitable, and most permit viable assessment.* |
| **Selection of Appropriate Service Placement for Individual Students** | *Provider does not recommend suitable placements for students.* | *Provider sometimes recom-mends suitable placements for students.* | *Overall the provider recom-mends suitable placements for students.* | *Provider carefully selects suitable placements for students taking all factors into consideration.* |

**Domain 1: Planning and Preparation**

**Component 1d: Demonstrating Knowledge of Resources**

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| **ELEMENT** | **LEVEL OF PERFORMANCE** | | | |
| **Ineffective** | **Partially Effective** | **Effective** | **Highly Effective** |
| **Resources for Provider** | *Provider is unaware of or does not use resources available through the school, district, or community.* | *Provider displays limited awareness / use of resources available through the school, district, or community.* | *Provider is fully aware of and uses resources available through the school, district, or community.* | *Provider uses school and district resources and actively seeks other materials from professional organizations and community.* |
| **Resources for Students** | *Provider is unaware of or does not use resources available to assist students who need them.* | *Provider displays limited awareness / use of resources available through the school or district.* | *Provider is fully aware of and uses resources available through the school or district.* | *Provider uses school and district resources and actively seeks other materials from professional organizations and community.* |

**Domain 1: Planning and Preparation**

**Component 1e: Scheduling and Time Management**

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| **ELEMENT** | **LEVEL OF PERFORMANCE** | | | | | | |
| **Ineffective** | | **Partially Effective** | | **Effective** | | **Highly Effective** |
| **Planning Log** | *Provider does not hand in related services planning log quarterly.* | *Provider sometimes hands in related services planning log quarterly.* | | *Provider always hands in related services planning log quarterly.* | | *Provider always hands in related services planning log quarterly, and it reflects good time management.* | |
| **Meeting Schedules within Required Timelines** | *Provider displays little effort to meet legal timelines when scheduling meetings.* | *Provider displays some effort to meet legal timelines when scheduling meetings.* | | *Provider always meets legal timelines when scheduling meetings.* | | *Provider always meets legal timelines when scheduling meetings with anticipation of unique needs.* | |
| **Proper Notification of Scheduled Meetings** | *Provider displays little effort to provide proper notification to all IEP team members.* | *Provider displays some effort to provide proper notification to all IEP team members.* | | *Provider always provides proper notification to all IEP team members.* | | *Provider always provides proper notification to all IEP team members with consideration for unique needs..* | |

***Domain 2: Student Assessment and Evaluation***

***Component 2a: Developing Respect and Rapport***

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| **ELEMENT** | **LEVEL OF PERFORMANCE** | | | |
| **Ineffective** | **Partially Effective** | **Effective** | **Highly Effective** |
| **Interactions with Students** | *Provider’s interaction with at least some students is nega-tive, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for Provider.* | *Provider / student inter-actions are generally approp-riate but may reflect occasional inconsistencies, favoritism, or disregard for students’ cultures. Students exhibit only minimal respect for Provider.* | *Provider / student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for Provider.* | *Provider demonstrates genu-ine caring and respect for individual students. Students exhibit respect for Provider as an individual, beyond his / her traditional role.* |
| **Interactions with Parents** | *Provider’s interaction with at least some parents is negative, demeaning, sarcas-tic, or inappropriate to the age or culture of the students. Parent exhibits disrespect for Provider.* | *Provider / parent inter-actions are generally approp-riate but may reflect occasional inconsistencies, favoritism, or disregard for parents’ cultures. Parent exhibits only minimal respect for Provider.* | *Provider / parent interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Parent exhibits respect for Provider.* | *Provider demonstrates genu-ine caring and respect for individual parents. Parent exhibits respect for Provider as an individual, beyond his / her traditional role.* |
| **Interactions with Staff Members** | *Provider’s interaction with at least some staff members is negative, demeaning, sarcas-tic, or inappropriate to the age or culture of the students. Staff members exhibit disrespect for Provider.* | *Provider / staff member inter-actions are generally appro-priate but may reflect occasional inconsistencies, favoritism, or disregard for staff members’ cultures. Staff members exhibit only minimal respect for Provider.* | *Provider / staff member inter-actions are friendly and dem-onstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Staff members exhibit respect for Provider.* | *Provider demonstrates genu-ine caring and respect for individual staff members. Staff members exhibit respect for Provider as an individual, beyond his / her traditional role.* |

**Domain 2: Student Assessment and Evaluation**

**Component 2b: Data Gathering**

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| **ELEMENT** | **LEVEL OF PERFORMANCE** | | | |
| **Ineffective** | **Partially Effective** | **Effective** | **Highly Effective** |
| **Student Observation** | *Provider conducts observa-tions of student’s behavior and classroom performance but is unable to focus on identified problems.* | *Provider conducts observa-tions of student’s behavior and classroom performance and may be able to focus on identified problems.* | *Provider conducts observa-tions of student’s behavior and classroom performance with a focus on identified problems.* | *Provider conducts observa-tions of student’s behavior and classroom performance with a focus on identified problem and provides valuable feedback..* |
| **Student / Parent Interview** | *Provider is unable to gather background information, gain parent / student perception, and gather information regarding general home / school relations when conducting parent / student interviews.* | *Provider is sometimes able to gather background informa-tion, gain parent / student perception, and gather information regarding general home / school relations when conducting parent / student interviews.* | *Provider conducts parent / student interviews to gather background information, gain parent / student perception, and gather information regarding home / school relations.* | *Provider is always able to gather detailed background information, gain parent / student perception, and gather information regarding general home / school relations when conducting parent / student interviews.* |
| **Formal / Informal Testing** | *Assessment can be inaccurate, and results minimally affect planning for student.* | *Assessment may be accurate, and results affect planning for student.* | *Assessment is accurate, and results affect planning for student.* | *Assessment is always accurate and thorough with ample data to positively affect planning for student.* |

**Domain 2: Student Assessment and Evaluation**

**Component 2c: Evaluation Report**

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| **ELEMENT** | **LEVEL OF PERFORMANCE** | | | |
| **Ineffective** | **Partially Effective** | **Effective** | **Highly Effective** |
| **Written Report** | *Provider does not complete written reports that contain all required components and provide useful information to the IEP team.* | *Provider sometimes completes written reports that contain all required components and provide useful information to the IEP team.* | *Provider always completes written reports that contain all required components and provide useful information to the IEP team.* | *Provider always completes written reports that contain all required components and provide useful information to the IEP team with attention to detail.* |
| **Sharing Data with Parents and Staff Members** | *Provider is not successful in communicating results of standardized and functional data.* | *Provider is sometimes successful in communicating results of standardized and functional data.* | *Provider successfully com-municates results of standar-dized and functional data.* | *Provider successfully com-municates results of standar-dized and functional data for all disciplines as needed.* |

**Domain 3: Functioning as a Related Service Provider**

**Component 3a: Collaborating with Other Related Service Providers**

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| **ELEMENT** | **LEVEL OF PERFORMANCE** | | | |
| **Ineffective** | **Partially Effective** | **Effective** | **Highly Effective** |
| **Availability to Other Related Service Providers** | *Provider displays little effort to be available to problem solve for the delivery of special education services.* | *Provider displays some effort to be available to problem solve for the delivery of special education services.* | *Provider is readily available to problem solve for the delivery of special education services.* | *Provider is readily available to problem solve for the delivery of special education services and is flexible regarding the needs of other Providers.* |
| **Application of Professional Knowledge** | *Knowledge of Provider’s is not effectively shared during multi-disciplinary collabora-tion.* | *Knowledge of Provider’s is somewhat effectively shared during multi-disciplinary col-laboration.* | *Knowledge of Provider’s is effectively shared during multi-disciplinary collabora-tion.* | *Knowledge of Provider’s is effectively shared during multi-disciplinary collabora-tion with appreciation for the input of others. It is meaning-ful to the educational setting.* |

**Domain 3: Functioning as a Related Service Provider**

**Component 3b: Serving as a Case Manager (Speech-Language Specialists Only)**

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| **ELEMENT** | **LEVEL OF PERFORMANCE** | | | |
| **Ineffective** | **Partially Effective** | **Effective** | **Highly Effective** |
| **Monitoring of IEP** | *Speech-Language Specialist displays little effort to ensure that all components of the IEP are being implemented.* | *Speech-Language Specialist displays some effort to ensure that all components of the IEP are being implemented.* | *Speech-Language Specialist works to ensure that all components of the IEP are being implemented.* | *Speech-Language Specialist works to ensure that all components of the IEP are being implemented and that the student is benefiting from all services provided.* |
| **Coordination of All Meetings** | *Speech-Language Specialist displays little effort to assure that meetings are scheduled or to schedule meetings within the required timelines and with the required components.* | *Speech-Language Specialist displays some effort to assure that meetings are scheduled or to schedule meetings within the required timelines and with the required components.* | *Speech-Language Specialist always assures that meetings are scheduled within the required timelines and with the required components.* | *Speech-Language Specialist always assures that meetings are scheduled within the required timelines and with the required components. Unique circum-stances are taken into consideration.* |
| **Management of Student Records** | *Records of students in case management load are not current and are not in compliance with state and local regulations.* | *Records of students in case management load are sometimes current and in compliance with state and local regulations.* | *Records of students in case management load are current and in compliance with state and local regulations.* | *Records of students in case management load are always current and in compliance with state and local regulations with few errors.* |

**Domain 3: Functioning as a Related Service Provider**

**Component 3c: Development of the Individualized Education Plan (Speech-Language Specialists Only)**

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| **ELEMENT** | **LEVEL OF PERFORMANCE** | | | |
| **Ineffective** | **Developing** | **Effective** | **Highly Effective** |
| **Input Received From Required Participants** | *Speech-Language Specialist displays little effort to gather input from required participants.* | *Speech-Language Specialist displays some effort to gather input from required participants.* | *Speech-Language Specialist regularly gathers input from required participants.* | *Speech-Language Specialist always gathers input from required participants and is flexible regarding the needs of staff and parents.* |
| **IEP Required Components** | *IEPs of students in case management load are not in compliance with state and local regulations.* | *IEPs of students in case management load are some-times in compliance with state and local regulations.* | *IEPs of students in case management load are in compliance with state and local regulations.* | *IEPs of students in case management load are in compliance with state and local regulations with few errors.* |
| **Completion of IEPs in Timely Manner** | *IEPs of students in case management load are not completed in a timely manner.* | *IEPs of students in case management load are sometimes completed in a timely manner.* | *IEPs of students in case management load are com-pleted in a timely manner.* | *IEPs of students in case management load are always completed in a timely manner with few errors.* |

**Domain 4: Fulfillment of Professional Responsibilities**

**Component 4a: Serves as a Consultant to Intervention and Referral Services and Other Staff Members**

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| **ELEMENT** | **LEVEL OF PERFORMANCE** | | | |
| **Ineffective** | **Partially Effective** | **Effective** | **Highly Effective** |
| **Availability to Staff and Parents** | *Provider displays little effort to be available to staff and parents.* | *Provider displays some effort to be available to staff and parents.* | *Provider is regularly available to staff and parents.* | *Provider is regularly available to staff and parents and is flexible regarding the needs of staff and parents.* |
| **Suggestions and Implementation of Appropriate Interventions** | *Provider displays little understanding of educational issues involved in students’ academic and social / emotional functioning.* | *Provider displays basic understanding of educational issues involved in students’ academic and social / emotional functioning.* | *Provider displays solid under-standing of educational issues involved in students’ academic and social / emotional func-tioning and makes meaningful recommendations based on current research of best educational practices.* | *Provider displays solid under-standing of educational issues involved in students’ academic and social / emotional func-tioning. He/she makes mean-ingful recommendations based on current research of best educational practices and continues to search for updated research.* |
| **Monitoring of Effectiveness of Interventions** | *Provider seldom monitors effectiveness of interventions suggested to staff members.* | *Provider sometimes monitors effectiveness of interventions suggested to staff members.* | *Provider frequently monitors effectiveness of interventions suggested to staff members.* | *Provider frequently monitors effectiveness of interventions suggested to staff members utilizing best practice collab-oration techniques.* |

**Domain 4: Professional Responsibilities**

**Component 4b: Growing and Developing Professionally**

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| **ELEMENT** | **LEVEL OF PERFORMANCE** | | | |
| **Ineffective** | **Partially Effective** | **Effective** | **Highly Effective** |
| **Enhancement of Content Knowledge and Educational Skills** | *Provider engages in no pro-fessional development ac-tivities to enhance knowledge or skills.* | *Provider participates in pro-fessional development activi-ties to a limited extent when they are convenient.* | *Provider seeks out opportuni-ties for professional develop-ment to enhance content knowledge and educational skills.* | *Provider seeks out opportuni-ties for professional develop-ment and makes a systematic attempt to incorporate new techniques in his/her practice.* |
| **Relationships with Colleagues** | *Provider’s relationships with colleagues are negative.* | *Provider maintains cordial relationships with colleagues in order to fulfill the duties that the school or district requires.* | *Support and cooperation characterize the Provider’s relationships with colleagues.* | *Support and cooperation characterize the Provider’s relationships with colleagues. Provider takes initiative in assuming a leadership role among the staff.* |
| **Relationships with Administration** | *Provider’s relationships with administration are negative.* | *Provider maintains cordial relationships with administration in order to fulfill the duties that the school or district requires.* | *Provider responds well to suggestions for improvement and can adjust easily to changes in procedures.* | *Provider responds well to suggestions for improvement and can adjust easily to changes in procedures. Provider takes initiative in assuming delegated respon-sibilities.* |