

SSJCSS 2016-17 Rubric for Evaluating and Enhancing Professional Practice:

Program Support



PROGRAM SUPPORT PROFESSIONAL EFFECTIVENESS RUBRIC

DOMAIN 1: PURPOSEFUL PLANNING AND PREPARATION						
Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)	N/A
Uses current and comprehensive knowledge base for planning support for students	1.1	Encompasses school climate, staff styles and environmental variables in planning for student support.	Is able to articulate and incorporate behavior management principles, child development, and special education eligibility in planning.	Planning incorporates behavior management principles, child development, and special education eligibility. Team implementation is lacking due to articulation of the plan.	Is unable to articulate and incorporate knowledge in their planning.	
Collects Student Data for appropriate planning	1.2	Train staff to identify the target behavior and match it to the best method of data collection.	Selects appropriate method of data collection based on type of information needed, such as, direct observation, interviews, surveys, systematic, discipline/ incident records.	Planning is based on data collection methods that are antidotal or non-measurable.	Lack of data collection is evident.	
Collaborates & Communicates Professionally (a)	1.3	Collaborates and leads planning meetings to discuss student and site needs.	Active participant in planning meetings to discuss student and site needs.	Is aware of planning meetings but does not attend. Provides summaries to be shared at meeting.	Is aware of planning meetings but does not attend meetings or share information.	
Collaborates & Communicates Professionally (b)	1.4	Brings all appropriate records, documents and analyzed the data to provide more concise communication.	Brings all appropriate records and documents to student planning meetings.	Is able to share appropriate information at student planning meetings but has no documentation.	Does not bring the appropriate documents to the student planning meeting and has no information to share.	
Collaborates & Communicates Professionally (c)	1.5	Participates in additional PLCs/committees either as presenter.	Attends and actively participates in all discipline-specific PLC opportunities.	Only attends mandatory PLCs.	Fails to attend mandatory PLCs.	

DOMAIN 2: EFFECTIVE INSTRUCTION, TREATMENT AND/OR INSTRUCTIONAL SUPPORT

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)	N/A
Provides Consultative Services that Promote Positive Student Outcomes	2.1	Draws upon knowledge of available resources (i.e. colleagues, community, school based, SSJCSS, research based practice) to address concerns and make recommendations following through with stakeholders.	Working with site teams to provide accurate consultative services.	Only provides consultation services when requested.	Does not provide consultation services when requested.	
Utilizes Information About Student Background and Student Diversity (a)	2.2	Increasing staff knowledge of how exposure to trauma and other environmental factors affects development and functioning.	Implement strategies to address the impact of students exposed to trauma and other environmental factors that affect development and functioning.	Aware of implications of students exposed to trauma and other environmental factors that impact development and functioning.	Lacks an understanding of diversity factors when recommending strategies, interventions, and/or appropriate programming.	
Utilizes Information About Student Background and Student Diversity (b)	2.3	Increasing staff knowledge of the impact eligibility, cultural background, values and beliefs affects development and functioning.	Implement strategies to address the impact of student eligibility, cultural background, values and beliefs that affect development and functioning.	Aware of the impact of student eligibility, cultural background, values and beliefs that affect development and functioning.	Possesses insufficient knowledge and skills that assist schools with student diversity issues.	
FBA/BIP	2.4	Collaborating through the FBA/BIP process using multiple methods of processing (E.G. ALSUP, Pathway Charting...).	Collaborating through the FBA/BIP process for students and helping team's process information.	Collaborating through the FBA/BIP process but consistently using only one method of processing information (E.G. ALSUP, Pathway Charting...).	Does not collaborate in the FBA/BIP process.	
Contributes to Crisis Response and Intervention Practice	2.5	Assists with development of crisis intervention plans and/or delivery of staff professional development on crisis response and intervention practices, as requested.	Contributes and provides information to the crisis response and intervention practices in a manner that meets the expectation of the school(s), as requested.	Contributes to the crisis response and intervention practices.	Does not contribute to the crisis response and intervention practices.	

DOMAIN 3: LEADERSHIP AND PROFESSIONAL RESPONSIBILITIES

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)	N/A
Advocates for Student Success	3.1	Seeks system level changes that will benefit all special education students and families.	Demonstrates a strong concern for student learning and outcomes by consistently advocating for changes in instruction and services, when needed.	Demonstrates a concern for student learning and outcomes.	Lack of concern for student learning and outcomes.	
Behavior Coach Supervision (a)	3.2	Meets personally with Behavior Coach and the TOR to review expectations and roles of the Behavior Coach and student's behavioral goals in the IEP.	Provides meaningful direction to Behavior Coach, including reviewing the FBA, Behavior Plan, and/or IEP	Provides Behavior Coaches with direction about the students some of the time before beginning new assignments, and does not consistently provide the IEP	Does not provide a clear understanding to Behavior Coaches of what they are to do with the student, nor are they provided with the students' IEPs.	
Behavior Coach Supervision (b)	3.3	Monitors student progress and provides Behavior Coach with regular feedback, mentoring, and learning opportunities.	Monitors student progress and provides Behavior Coach with feedback and mentoring.	Monitors student progress but does not provide Behavior Coach with feedback or mentoring.	Fails to monitor student progress.	
Behavior Coach Supervision (c)	3.4	Consistently completes Behavior Coach schedule and distributes to appropriate personnel in a timely manner.	Consistently completes Behavior Coach schedule in a timely manner.	Behavior Coach Schedule is not consistently completed in a timely manner.	Behavior Coach schedule is not completed.	
Family Engagement (a)	3.5	Documents clearly and objectively all activities and communication with parents.	Documents all activities and communication with parents.	Documents most activities and communication with parents.	Does not document activities and correspondence with parents.	
Family Engagement (b)	3.6	Communicates with guardians regarding effective practice that could be generalized to the home setting.	Communicates with guardians regarding effective practice utilized at school with their student.	Does not seek out opportunities to communicate with guardians.	Communicates incorrect information to guardians.	

Advances Professional Skills & Knowledge (a)	3.7	Reflects on practice without guidance of supervisor and finds way to improve professionally.	Meets with supervisor and reflects on professional practice in a way that improves outcomes.	Meeting with supervisor, receives feedback but does not impact practice.	Does not meet with supervisor, does not reflect on professional practice.	
Advances Professional Skills & Knowledge (b)	3.8	Trains newly learned knowledge and practices with colleagues and school staff	Seeks opportunities to attend trainings and learn best practice approaches.	Fails to attend outside trainings and does not gain new knowledge.	Attends trainings but new knowledge has no impact on practice.	
Advances Professional Skills & Knowledge (c)	3.9	Researches new and current evidence and researched based practices to improve student outcomes.	Researches new and current evidence based practices to improve student outcomes.	Researches new and current evidence based practices but does not apply them.	No evidence of evidence based practices and current research to improve student outcomes is demonstrated.	
Carries out all Due Process Responsibilities	3.10	Testimony or participation in resolutions, mediations, etc. clearly indicates a high level of knowledge related to the case.	Documents required for due process are submitted to supervisor within required time frame.	Documents required for due process are submitted to supervisor but not within required time frame.	Documented evidence required for due process is non-existent or unavailable.	

DOMAIN 4: CORE PROFESSIONALISM - These indicators illustrate the minimum competencies expected in any profession.

	Indicator	Meets Standard	Does Not Meet Standard	If one or more indicator(s) does not meet standard, a -1.0 deduction is taken from the total score.
1	Attendance & On-Time Arrival	School Professional has demonstrated a pattern of consistent attendance and on-time arrivals and departures to work and all related functions.	School Professional has demonstrated a pattern of unexcused or inconsistent attendance and on-time arrivals and departures to work and all related functions.	
2	Policies and Procedures	School Professional follows all local, state, & Federal laws related to school and the community and follows all locally established policies and procedures.	School Professional has not followed all local, state, & Federal laws either related to school or the community and/or has demonstrated a pattern of failing to follow locally established policies and procedures.	
3	Respect	School Professional interacts with students, colleagues, administrators, parent/families and community members in a respectful manner.	School Professional has demonstrated a pattern of failing to interact with students, colleagues, administrators, parent/families and/or community members in a respectful manner.	
4	Ethical	School Professional exhibits behavior in accordance with the established SSJCSS code of conduct and performs the function of the job in an ethical manner.	School Professional exhibits behavior contrary to the established SSJCSS code of conduct and/or has performed the job in an ethical manner.	