

Related Services Personnel Performance Evaluation Rubric

Directions: This guidance document is designed to serve as a measurement of performance, as a guide to reflect upon and improve effectiveness, and as a basis for improvement of professional practice. The Related Services Personnel Performance Evaluation Rubric is intended to be scored holistically.

NOTE: When completing the performance rubric, please note that evaluators are not expected to gather evidence on all indicators for each observation cycle. Likewise, Related Services Personnel should not be required to submit additional pieces of evidence to address all indicators. The professionalism section of the rubric may use evidence collected during the pre- or post-observation conferences as well as information from the Professional Growth Plan and/or Improvement Plan (if applicable).

ASSESSMENT AND PLANNING					
		Ineffective	Developing	Skilled	Accomplished
ASSESSMENT AND PLANNING	<p>ASSESSMENT DATA (Standard 3: Assessment: Student)</p> <p><i>Sources of Evidence: Pre-Conference</i></p>	<p>Inconsistently utilizes assessment and data collection methods when conducting evaluations to inform eligibility, service, and programming decisions that are inappropriate for purpose and/or student.</p> <p>Assessments are administered, scored, or interpreted incorrectly.</p> <p>Inconsistently conducts evaluations according to established test protocols.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Utilizes assessment and data collection methods when conducting evaluations to inform eligibility, service, and programming decisions that are appropriate for the student.</p> <p>Assessments are administered, scored, and interpreted correctly but are limited in variety for the intended purpose, or limited in individualization for the specific student(s).</p> <p>Consistently and accurately conducts evaluations according to established test protocols.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Consistently utilizes assessment and data collection methods when conducting evaluations to inform eligibility, service, and instructional and/or programming purposes that are:</p> <p>Individualized for the specific student's cultural, linguistic and disability background, and of sufficient variety for the intended purpose.</p> <p>Consistently and accurately conducts evaluations according to established test protocols. In addition to standardized norm-referenced measures, may also include criterion referenced, screening, observations, and/or interviews.</p> <p>Communicates evaluation data and findings to intervention, instruction, programming, and services through written reports, intervention plans, and meetings/ conferences with parents and/or school staff.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Fulfills the criteria for Skilled level and additionally:</p> <p>Effectively communicates, and consistently applies, evaluation data and findings to intervention, instruction, programming, and services through written reports, intervention plans, and meetings/ conferences with parents and/or school staff.</p> <p style="text-align: center;"><input type="checkbox"/></p>
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ASSESSMENT AND PLANNING	<p>ASSESSMENT DATA (Standard 3: Assessment: School- wide)</p> <p><i>Sources of Evidence:</i> Pre-Conference</p>	<p>Lacks knowledge about school-wide assessment practices and data collection.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Responsive to opportunities to contribute to school-wide assessment practices.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Contributes to school-wide assessment practices.</p> <p>Activities may include: Collects, or assists with collection, of student data to inform core curriculum and instructional practices, supports use of assessments for universal screening, summarizes or interprets universal screening and/or benchmarking data, applies data to curricular decisions and/or instructional practices.</p> <p>Advocates for appropriate referrals and utilization of resources and/or services.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Fulfills the criteria for Skilled level and additionally:</p> <p>Serves as a member of school building level teams (e.g., school improvement team, intervention team, etc.).</p> <p>Participates in evaluation of school-wide practices and programs to ensure effectiveness and guide continuous improvements.</p> <p style="text-align: center;"><input type="checkbox"/></p>
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ASSESSMENT AND PLANNING					
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ASSESSMENT AND PLANNING	<p>ASSESSMENT DATA (Standard 3: Assessment: Data- Based Decision Making)</p> <p><i>Sources of Evidence:</i> Pre-Conference</p>	<p>Lacks knowledge about data-based problem solving practices and progress monitoring.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Responsive to opportunities to contribute to progress monitoring and data-based decision-making regarding intervention practices.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Contributes to practices related to progress monitoring or data and/or evidence-based decisions regarding intervention practices.</p> <p>Contributes to student level teams.</p> <p>Activities may include: Supports collection of student data, recommends assessments for progress monitoring of individuals, summarizes and interprets progress monitoring data, consults and makes recommendations about the need for services/supports based on student data.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Fulfills the criteria of the Skilled level and additionally:</p> <p>Conducts evaluation of intervention practices/programs to ensure effectiveness and to guide improvements.</p> <p>Collects or interprets diagnostic data to assist in programmatic intervention selection.</p> <p style="text-align: center;"><input type="checkbox"/></p>
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

INTERVENTION AND SUPPORTS					
		Ineffective	Developing	Skilled	Accomplished
INTERVENTION AND SUPPORTS	<p align="center">INTERVENTION PRACTICES (Standard 2: Content: Student)</p> <p><i>Sources of Evidence:</i> Pre-Conference</p>	<p>Lacks knowledge about intervention strategies and supports.</p> <p align="center"><input type="checkbox"/></p>	<p>Responsive to opportunities to contribute to intervention supports.</p> <p align="center"><input type="checkbox"/></p>	<p>Contributes to individual or small group intervention practices.</p> <p>Serves as a member of student level teams.</p> <p>Activities may include: Researches and select intervention strategies and approaches for students; develops intervention plans for individual students or small groups of students based on assessment information and/or data; applies progress monitoring data to intervention practices and decisions about the need for adjustments of, or additional services/supports; assists staff in learning and implementing new intervention strategies, approaches, or programs.</p> <p>Supports student learning through use of appropriate strategies, intervention materials, and resources.</p> <p align="center"><input type="checkbox"/></p>	<p>Fulfills the criteria for Skilled level and additionally:</p> <p>Supports evaluation of intervention practices and programs to ensure effectiveness and guide continuous improvements.</p> <p>Assists with the development and/or delivery of staff professional development to support intervention practices.</p> <p align="center"><input type="checkbox"/></p>
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

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INTERVENTION AND SUPPORTS	<p>INTERVENTION PRACTICES (Standard 2: Content: School-Wide)</p> <p><i>Sources of Evidence:</i> Pre-Conference</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Lacks knowledge about curriculum and standards for academic and behavioral domains, instructional strategies and approaches.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Responsive to opportunities to contribute to school-wide curriculum and instruction practices.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Contributes to school-wide curricular and instructional practices.</p> <p>Activities may include: Researches and helps select instructional strategies, approaches, or programs for schools; assists staff in learning and implementing new strategies, approaches, or programs.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Fulfills the criteria for Skilled level and additionally:</p> <p>Serves as a member of school building intervention teams.</p> <p>Supports evaluation of school-wide practices/programs to ensure effectiveness and guide continuous improvements.</p> <p>Assists with the development and/or delivery of staff professional development to support school-wide practices.</p> <p style="text-align: center;"><input type="checkbox"/></p>
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INTERVENTION AND SUPPORTS	<p>INTERVENTION PRACTICES (Standard 2: Content; Standard 4: Instruction)</p> <p><i>Sources of Evidence:</i> Pre-Conference: informal observation, review of electronic documents</p>	<p>Lacks knowledge and skills needed to use technological tools and programs.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Responsive to opportunities to use technological tools and programs</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Uses technology to collect assessment information (when appropriate), score, summarize, graph, and/or share data or findings with others.</p> <p>Considers and/or utilizes technology to help support student needs (e.g., electronic or low tech).</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Fulfills the criteria for Skilled level and additionally:</p> <p>Effectively uses technological tools and programs to meet the needs of the students and/or enhance job performance.</p> <p>Provides mentoring/coaching to colleagues regarding job specific technological skills.</p> <p style="text-align: center;"><input type="checkbox"/></p>
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

INTERVENTION AND SUPPORTS					
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INTERVENTION AND SUPPORTS	<p align="center">INTERVENTION PRACTICES (Standard 1: Students)</p> <p align="center"><i>Sources of Evidence:</i> Pre-Conference</p> <p align="center"><input type="checkbox"/></p>	<p>Lacks an understanding of the influence of factors such as culture, linguistic, socioeconomic status, gender, national origin, religion, disability, health status on student learning and behavior.</p> <p align="center"><input type="checkbox"/></p>	<p>Involved in continued professional growth regarding student diversity and academic, social-emotional, and behavioral outcomes, but practices demonstrate limited application of this knowledge to decision making related to instruction and service delivery.</p> <p align="center"><input type="checkbox"/></p>	<p>Demonstrates an understanding of and sensitivity to the influence of factors such as culture, language, socioeconomic status, gender, national origin, religion, disability, health status on student learning and behavior.</p> <p>Gathers information about students' backgrounds, skills, interests, special needs, and prior learning, to inform interventions or therapy.</p> <p align="center"><input type="checkbox"/></p>	<p>Fulfills the criteria for Skilled level and additionally:</p> <p>Assists with the development and/or delivery of staff professional development on student diversity.</p> <p>Provides mentoring and coaching to colleagues regarding issues of diversity upon student learning.</p> <p>Applies knowledge to assist students, schools, and/or community, addressing issues of disproportionately in special education identification or suspension/expulsion data.</p> <p>Examines multiple sources of information about students' backgrounds, skills, interests, special needs, and prior learning, to inform interventions or therapy.</p> <p align="center"><input type="checkbox"/></p>
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PROFESSIONALISM					
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PROFESSIONALISM	<p>PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication)</p> <p><i>Sources of Evidence:</i> Pre-Conference: Documentation of communication with parents, teachers, colleagues, community agencies; daily interactions with others</p>	<p>Lacks knowledge and skills about effective communication and collaboration.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Responsive to opportunities to engage in communication and collaboration.</p> <p>Inconsistently engages in consultation and collaboration.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Consistently and effectively engages in communication and collaboration with school staff.</p> <p>Uses effective communication easily understood by the listener and adjusts accordingly for respective audiences.</p> <p>Activities may include: Assists school staff to identify concerns using a collaborative solution-focused approach.</p> <p>Discusses parent concerns and provides recommendations.</p> <p>Contacts and collaborates with community providers and/or agencies.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Fulfills the criteria for Skilled level and additionally:</p> <p>Assists with the development and/or delivery of staff professional development on collaboration and communication.</p> <p>Provides mentoring and coaching to colleagues regarding communication and collaboration strategies.</p> <p>Applies knowledge in innovative ways to assist students, schools, or community. For example, designing a process for collaborative team meetings.</p> <p>Consults with supervisor on ethical matters.</p> <p style="text-align: center;"><input type="checkbox"/></p>
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PROFESSIONALISM					
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PROFESSIONALISM	<p>PROFESSIONAL RESPONSIBILITIES (Standard 7: Professional Responsibility & Growth)</p> <p><i>Sources of Evidence:</i> Professional Development Plan or Improvement Plan; Pre-conference; Post-conference; Personal Reflection</p>	<p>Consistently fails to interact with students, parents/families, community members, and colleagues in a respectful, professional, ethical and confidential manner.</p> <p>Demonstrates limited knowledge and a pattern of failing to follow federal, state, district, and school procedures and established professional standards and licensure.</p> <p>Fails to demonstrate evidence of an ability to self-assess performance and to identify areas for professional development.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Periodically fails to interact with students, parents/families, community members, and colleagues in a respectful, professional, ethical and confidential manner.</p> <p>Demonstrates incomplete knowledge of and periodically fails to follow federal, state, district, and school procedures and established professional standards and licensure.</p> <p>Identifies strengths and areas for growth to develop and implement targeted goals for professional growth. Seeks relevant professional resources.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Interacts with students, parents/families, community members, and colleagues in a respectful, professional, ethical, and confidential manner.</p> <p>Follows and demonstrates a solid working knowledge of federal, state, district, and school procedures, and established professional standards and licensure.</p> <p>Sets data-based short- and long-term professional goals and takes action to meet those goals using relevant professional resources.</p> <p>Demonstrates application of knowledge/skill addressed in professional learning events.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Consistently interacts with students, parents/families, community members, and colleagues in a respectful, professional, ethical, and confidential manner.</p> <p>Follows and demonstrates a comprehensive knowledge of federal, state, district, and school procedures, and established professional standards and licensure.</p> <p>Sets and regularly modifies short-and long-term professional goals based on self-assessment and analysis using current relevant professional resources.</p> <p>Shares newly learned knowledge and practices with colleagues and school staff; seeks opportunities to provide professional learning sessions for colleagues and/or school staff.</p> <p style="text-align: center;"><input type="checkbox"/></p>
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.