

COSA
New Special Education Directors

November 13, 2015
Salem, Oregon

Staffing Ratio System
And
Evaluation for Certified Special Ed Staff

Presented by

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Bend-La Pine Schools Performance Evaluation Rubric – 2015/16

Special Education Teacher

#	Domain: Standard	Exemplary 4	Effective 3	Area for Growth 2	Does Not Meet 1
1.1	Planning and Preparation for Learning: Knowledge of Content and Students	Is expert in the subject area and has a cutting-edge grasp of child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas of how to teach it and how students learn.
1.2	Planning and Preparation for Learning: Collaboration	There is consistent evidence that the Special Education teacher collaborates with the General Education teacher and/or secondary/related services staff and/or educational assistants when developing and organizing framework to plan high-quality teaching and learning activities that align curriculum, assessment, and instruction.	There is evidence that the Special Education teacher collaborates with the General Education teacher and/or secondary/related services staff and/or educational assistants when developing and organizing framework to align curriculum, assessments, and instruction that reflects some appropriate accommodations and specialized instruction from students' IEPs.	There is little evidence that the Special Education teacher collaborates with the General Education teacher and/or secondary/related and/or educational assistants services staff when developing and organizing framework to align curriculum, assessments, and instruction that reflects some appropriate accommodations and specialized instruction from students' IEPs.	There is no evidence that the Special Education teacher collaborates with the General Education teacher and/or secondary/related services staff and/or educational assistants when developing and organizing framework to plan teaching and learning activities that reflect the accommodations and specialized instruction from students' IEPs.
1.3	Planning and Preparation for Learning: Plans, Alignment and Lesson	There is consistent evidence that the Special Education teacher collaborates with the General Education teacher, educational assistants, and related services staff to plan high-quality teaching and learning activities that align the IEP with curriculum, assessment, and instruction.	There is evidence that the Special Education teacher collaborates with the General Education teacher, educational assistants and related services staff to plan quality teaching and learning activities that attempt to align the IEP with curriculum, assessment, and instruction.	There is little evidence that the Special Education teacher collaborates with the General Education teacher, educational assistants and related services staff to plan teaching and learning activities that rarely align the IEP with curriculum, assessment, and instruction.	There is no evidence that the Special Education teacher collaborates with the General Education teacher, educational assistants and related services staff to plan teaching and learning activities and, therefore, do not align the IEP with curriculum, assessment, and instruction.
1.4	Planning and Preparation for Learning: Specialized Instruction	There is consistent evidence that the Special Education teacher consistently collaborates with the General Education teacher, related services staff and/or educational assistants in planning specialized instruction delivered through flexible grouping or a small group class.	There is evidence that the Special Education teacher collaborates with the General Education teacher, related services staff and/or educational assistants in planning specialized instruction delivered through flexible grouping or a small group class to accommodate some student needs.	There is little evidence that the Special Education teacher collaborates with the General Education teacher, related services staff and/or educational assistants in planning specialized instruction delivered through flexible grouping or a small group class to accommodate few student needs.	There is no evidence that the Special Education teacher collaborates with the General Education teacher, related services staff and/or educational assistants in planning for specialized instruction through flexible grouping or in a small group class.

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Special Education Teacher

#	Domain: Standard	Exemplary 4	Effective 3	Area for Growth 2	Does Not Meet 1
1.5	Planning and Preparation for Learning: Planning Assessments	There is consistent evidence that the Special Education teacher collaborates with the General Education teacher, secondary/related services staff and/or educational assistants in consistently planning and accommodating assessments based on student learning goals that measure progress toward and mastery of the students' IEP goals and objectives.	There is evidence that the Special Education teacher collaborates with the General Education teacher, secondary/ related services staff and/or educational assistants in planning and accommodating assessments based on desired student outcomes; however, the assessments do not always measure progress toward and mastery of the students' IEP goals and objectives.	There is little evidence that the Special Education teacher collaborates with the General Education teacher, secondary/ related services staff and/or educational assistants in planning and accommodating assessments based on desired student outcomes; the assessments rarely measure progress toward and mastery of the students' IEP goals and objectives.	There is no evidence that the Special Education teacher collaborates with the General Education teacher, secondary/ related services staff and/or educational assistants in planning and accommodating assessments that measure progress toward achieving mastery of the students' IEP goals and objectives.

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Special Education Teacher

#	Domain: Standard	Exemplary 4	Effective 3	Area for Growth 2	Does Not Meet 1
2.6	Classroom Management: Expectations	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and consequences.	Comes up with ad hoc rules and consequences as events unfold during the year.
2.7	Classroom Management: Relationships/ Respect	Shows warmth, caring, respect, and fairness for all students and builds strong relationships. Earns most students' respect and creates a climate in which disruption of learning is extremely rare and handled promptly and appropriately.	Is fair and respectful toward students and builds positive relationships. Builds a culture of respect with the learning classroom.	Is fair and respectful toward most students and builds positive relationships with some. Wins the respect of some students but there are regular disruptions in the classroom.	Is sometimes unfair and disrespectful to the class; plays favorites. Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.
2.8	Classroom Management: Socio-emotional	Implements a program that successfully develops positive interactions and social-emotional skills.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on the need for good behavior and makes an example of inappropriately behaving students.	Publicly berates "bad" students, blaming them for their poor behavior.
2.9	Classroom Management: Routines and Efficiency	Successfully instills class routines so that students maintain them throughout the year. Uses coherence, lesson momentum and smooth transitions to get the most out of every minute.	Teaches routines and has students maintain them all year. Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Tries to train students in class routines, but many of the routines are not maintained. Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.	Does not teach routines and is constantly nagging, threatening, and punishing students. Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.

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Special Education Teacher

#	Domain: Standard	Exemplary 4	Effective 3	Area for Growth 2	Does Not Meet 1
3.10	Delivery of Instruction: Engagement and Mindset	There is consistent evidence that the Special Education teacher attempts to communicate learning expectations to students using language of the standards, research based instructional strategies, and specialized instruction to engage students in learning.	There is evidence that the Special Education teacher attempts to communicate learning expectations to students using language of the standards, research based instructional strategies, and specialized instruction to engage students in learning.	There is little evidence that the Special Education teacher communicates learning expectations to students using language of the standards, research based instructional strategies, and specialized instruction to engage students in learning.	There is no evidence that the Special Education teacher communicates learning expectations to students using language of the standards, research based instructional strategies, and specialized instruction to engage students in learning.
3.11	Delivery of Instruction: Learning Goals	There is consistent evidence that the Special Education teacher consistently demonstrates high expectations for student and establishes a learning environment that encourages, guides, and supports students' self-monitoring and self-improvement of achievement and behavior.	There is evidence that the Special Education teacher holds high expectations for some students and encourages them to engage in self-monitoring and self-improvement of behavior and achievement; however, the teacher provides guidance to students on how to monitor their own learning and behavior.	There is little evidence that the Special Education teacher holds high expectations for some students and encourages them to engage in self-monitoring and self-improvement of behavior and achievement; however, the teacher provides guidance to students on how to monitor their own learning and behavior.	There is no evidence that the Special Education teacher demonstrates high expectations for all learners or allows the students to be responsible for their own learning or behavior.
3.12	Delivery of Instruction: Connections and Application	There is consistent evidence that the Special Education teacher emphasizes and encourages students to maximize thinking/reasoning skills and processes. The teacher routinely delivers instruction using techniques that assist students in applying what they have learned in real-life situations.	There is evidence that the Special Education teacher emphasizes and encourages students to maximize thinking/reasoning skills and processes; however, the teacher does not fully understand or guide the use of higher-order thinking or only infrequently uses these techniques.	There is some evidence the Special Education teacher emphasizes and encourages students to maximize thinking/reasoning skills and processes; however, the teacher does not use these techniques.	There is no evidence that the Special Education teacher emphasizes and encourages students to maximize thinking/reasoning skills and processes.
3.13	Delivery of Instruction: Repertoire (Variety of Instruction)	Orchestrates Exemplary strategies, materials, and groupings to involve and motivate students.	Orchestrates effective strategies, materials, and classroom groupings to foster student learning.	Uses a limited range of strategies, materials, and groupings.	Uses only one or two strategies and types of materials and fails to reach most students.

#	Domain: Standard	Exemplary 4	Effective 3	Area for Growth 2	Does Not Meet 1
3.14	Delivery of Instruction: Differentiation (adapting to individual learning needs)	There is consistent evidence that the Special Education teacher uses specialized instruction within flexible groupings designed to accommodate students' cognitive and developmental needs, processing strengths and weaknesses, learning styles and interests.	There is evidence that the Special Education teacher specializes and adjusts instruction with some flexible groupings to accommodate students' cognitive and developmental levels, processing strengths and weaknesses and learning styles; however some instruction tends to be teacher-centered and whole group in approach.	There is little evidence of specialized instruction. The Special Education teacher attempts to accommodate students with disabilities through the use of flexible groupings based on data collection. The content is presented in limited ways to all students regardless of their cognitive and developmental levels, processing strengths and weaknesses and learning styles.	There is no evidence of specialized instruction. The Special Education teacher uses a single plan and no flexible groupings for all students with disabilities. The content is presented in the same way to all students regardless of their cognitive and developmental levels, processing strengths and weaknesses and learning styles.

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Special Education Teacher

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4.15	Monitoring, Assessment, and Follow-Up: Diagnostic Assessments	There is consistent evidence that the Special Education teacher gives students a well-constructed diagnostic assessment up front to identify individual and class strengths, prior knowledge, and areas of weakness to design specialized instruction. This assessment is ongoing for planning.	There is evidence that the Special Education teacher uses diagnostic assessment up front to identify individual and class strengths, prior knowledge, and areas of weakness to design specialized instruction. This assessment is occasional.	There is little evidence that the Special Education teacher uses diagnostic assessment up front to identify individual and class strengths, prior knowledge, and areas of weakness to design specialized instruction. This assessment is irregular.	There is no evidence that the Special Education teacher uses diagnostic assessment up front to identify individual and class strengths, prior knowledge, and areas of weakness to design specialized instruction.
4.16	Monitoring, Assessment, and Follow-Up: Formative Assessments	There is consistent evidence that the Special Education teacher uses formative assessment to take data on IEP goals/objectives, monitor student progress and to adjust instruction to meet students' individual learning needs according to their IEPs.	There is evidence that the Special Education teacher uses some formative assessment to guide adjustments of instruction; however, formative assessment is only occasionally used at the individual level and data is taken inconsistently on IEP goals and objectives.	There is little evidence that the Special Education teacher uses formative assessment to make adjustments in instruction. Formative assessment is used infrequently at the individual level and data is taken rarely on IEP goals and objectives.	There is no evidence that the Special Education teacher uses formative assessment strategies either to monitor student achievement and progress on IEP goals and objectives or to adjust instruction to meet student needs.
4.17	Monitoring, Assessment, and Follow-Up: Summative Assessment & Reporting	There is consistent evidence that the Special Education teacher uses a variety of summative assessments to evaluate student achievement and provide timely feedback on student performances towards IEP goals and objectives.	There is evidence that the Special Education teacher uses some summative assessments to evaluate student achievement and provide feedback on student performances towards IEP goals and objectives.	There is little evidence that the Special Education teacher occasionally uses summative assessments to evaluate student achievement and provide feedback on student performances towards IEP goals and objectives.	There is no evidence that the Special Education teacher summative assessment and feedback is not given regarding student performances towards IEP goals and objectives.

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Special Education Teacher

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5.18	Family and Community Outreach: Belief	Shows each parent an in-depth knowledge (e.g., academic, cultural, values, beliefs) of his/her child and a strong belief he/she will meet or exceed standards.	Communicates respectfully with parents, is sensitive to cultural values, and is genuine in believing in each child's ability to reach standards.	Tries to be sensitive to family culture and beliefs and communicates that he or she cares about the child, wanting the best for the child.	Is insensitive to family values or culture and does not communicate knowledge of the child or concern about his or her future.
5.19	Family and Community Outreach: Communication	Gives parents clear, user-friendly and on-going curricular, learning and behavior expectations; focusing on the child's positive news first before communicating any red-flag issues.	Clearly communicates and updates parents regarding curriculum, learning, and behavioral expectations; describing both current issues and good news situations.	Occasionally communicates when an issue arises or to offer an occasional suggestion of how parents can support their child's learning.	Does not inform parents about learning or behavioral expectations; seldom communicates concerns, positive news, or ways in which parents can support their child's learning.
5.20	Family and Community Outreach: Responsiveness	Deals immediately and successfully with parent concerns and makes parents feel welcome. Actively engages family and community in school.	Responds promptly to parent concerns and makes parents feel welcome at school.	Is slow to respond to some parent concerns and gives off an unwelcome vibe.	Does not respond to parent concerns and makes parents feel unwelcome in the classroom.

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Special Education Teacher

#	Domain: Standard	Exemplary 4	Effective 3	Area for Growth 2	Does Not Meet 1
6.21	Professional Responsibilities: Assistive Technology	There is consistent evidence that the Special Education teacher is using accessible, instructive and assistive technology to enhance student learning and to support their achievement.	There is evidence that the Special Education teacher is using accessible, instructive and assistive technology to enhance student learning and to support their achievement.	There is little evidence that the Special Education teacher is using accessible, instructive and assistive technology to enhance student learning and to support their achievement.	There is no evidence that the Special Education teacher is using accessible, instructive and assistive technology to enhance student learning and to support their achievement.
6.22	Professional Responsibilities: Professionalism	Presents self as a consummate professional and always observes appropriate boundaries and expectations.	Demonstrates professional demeanor/behavior and maintains appropriate boundaries.	Occasionally acts and/or presents self in an unprofessional manner and disrespects boundaries	Frequently acts and/or presents self in an unprofessional manner and violates boundaries and/or responsibilities.
6.23	Professional Responsibilities: Working with Teams	Elicits all voices in planning units, sharing teaching ideas, looking at student work and utilizing data to change instruction.	Collaborates with colleagues to plan units, share teaching ideas and look at student work.	Meets regularly with colleagues to share ideas about teaching and students.	Meets infrequently with colleagues, and is not open to collaboration.
6.24	Professional Responsibilities: Self-Improvement	Seeks out best-practices, feedback, and suggestions, which are integrated into practice. Active participant of professional workshops, study groups, reading and/or research to improve teaching and learning.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism. Seeks out effective teaching ideas from supervisors, colleagues and other sources.	Keeps an eye out for new ideas to improve teaching and learning, but implementation is with mixed results. Shows minimal interest in listening to feedback and suggestions.	Is not open to ideas for improving teaching and learning. Is defensive and/or resistant to changing professional practices.
6.25	Professional Responsibilities: <i>Due Process Compliance, Ethical/Legal Practice</i>	<i>Consistently completes all required duties related to the special education process and initiates new effective processes that serve as a model for other teachers.</i>	<i>Completes all required and assigned duties related to the special education process.</i>	<i>Completes some required and assigned duties related to the special education process.</i>	<i>Does not complete required and assigned duties related to special education process.</i>
6.26	Professional Responsibilities: Guiding Teams	There is consistent evidence that the special education teacher schedules, collaborates with and guides educational assistants in planning to meet students' individualized educational needs.	There is evidence that the special education teacher schedules, collaborates with and guides educational assistants in planning to meet students' individualized educational needs.	There is little evidence that the special education teacher schedules, collaborates with and guides educational assistants in planning to meet students' individualized educational needs.	There is no evidence that the special education teacher schedules, collaborates with and guides educational assistants in planning to meet students' individualized educational needs.

This form may be used as a reference for yearly goal setting and reflection. It may also provide indicators of professional development needs within a building.

Bend-La Pine Schools Performance Evaluation Rubric – 2015/16

Speech Language Pathologist

#	Domain: Standard	Exemplary 4	Effective 3	Area for Growth 2	Does Not Meet 1
1.1	Identification and Evaluation: Referral Process	SLP is proactive in responding to referrals and completes highly competent screenings of student needs.	SLP responds to referrals and completes thorough screenings of student needs.	SLP responds to referrals when pressed and completes adequate screenings of students.	SLP fails to respond to referrals or completes hasty screenings of student needs.
1.2	Identification and Evaluation: Assessment	SLP uses and interprets a variety of non-discriminatory standardized and non-standardized assessments and observes in multiple contexts to evaluate students' strengths and needs.	SLP uses and interprets a variety of non-discriminatory standardized assessments to evaluate students' strengths and needs.	SLP uses and interprets limited assessments to evaluate student strengths and needs.	SLP administers inappropriate assessments to evaluate student strengths and needs. Does not interpret results accurately.
1.3	Identification and Evaluation: Documentation of Evaluation	Evaluation results are comprehensive, well written, and show a clear understanding of student's unique needs. Pertinent information, including specific recommendations that are relevant to evaluation findings, is provided to assist with program planning and eligibility determination.	Evaluation results show a clear understanding of student's unique needs. Pertinent information, including general recommendations, is provided to assist with program planning and eligibility determination.	Evaluation results show adequate understanding of student's needs. Limited information is provided to assist with program planning and eligibility determination.	Evaluation results show minimal understanding of student's needs. Inadequate information is provided to assist with program planning and eligibility determination.

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Speech Language Pathologist

#	Domain: Standard	Exemplary 4	Effective 3	Area for Growth 2	Does Not Meet 1
2.4	Preparation and Planning: Communication	SLP engages in routine and Exemplary communication with parents, school personnel, and key stakeholders. Uses and shares pertinent information to plan programs and services for students.	SLP engages in routine and effective communication with parents, school personnel, and key stakeholders. SLP uses pertinent information to plan programs and services for students.	SLP engages in some communication with parents, school personnel, and key stakeholders. Uses some information to plan programs and services for students.	SLP rarely engages in communication with parents, school personnel, and key stakeholders. Rarely uses information to plan programs and services for students.
2.5	Preparation and Planning: Goal Development	SLP develops clear and measureable goals based on a variety of assessment results and input from the IEP team that are aligned with developmental norms and Oregon Common Core State Standards.	SLP develops measureable goals based on assessment results that are aligned with developmental norms and Oregon Common Core State Standards.	SLP rarely develops measurable goals. Developed goals are based on limited information and are sometimes aligned with developmental norms and Oregon Common Core State Standards.	SLP develops non-measurable goals that are not aligned with developmental norms and Oregon Common Core State Standards.
2.6	Preparation and Planning: Materials	SLP selects, organizes, creates and adapts innovative and developmentally appropriate materials for the students' individual communication goal(s)/need(s). SLP shares materials with colleagues.	SLP selects, organizes, and adapts relevant and developmentally appropriate materials for the students' individual communication goal(s)/need(s).	SLP selects materials that are somewhat relevant and developmentally appropriate for the students' individual communication goal(s)/need(s).	SLP uses limited materials that are not connected or relevant to the students' individual communication goal(s)/need(s).

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Speech Language Pathologist

#	Domain: Standard	Exemplary 4	Effective 3	Area for Growth 2	Does Not Meet 1
3.7	Delivery of Service: Interventions	SLP systematically implements evidence-based interventions to foster communicative competence and provides consistent feedback and reinforcement to students.	SLP implements evidence-based interventions and provides some feedback and reinforcement to students.	SLP occasionally implements evidence-based interventions and provides inconsistent feedback and reinforcement to students.	SLP rarely implements evidence-based interventions and does not provide feedback and reinforcement to students.
3.8	Delivery of Service: Knowledge of Student Need	SLP displays robust understanding of how disabilities impact students' attitudes, behaviors and performances. Utilizes this knowledge to create meaningful and realistic opportunities and to differentiate instruction.	SLP displays solid understanding of how disabilities impact students' attitudes, behaviors and educational performances. Utilizes this knowledge to differentiate instruction.	SLP displays general understanding of how disabilities impact students' attitudes, behaviors and educational performances. Occasionally utilizes this knowledge to differentiate instruction.	SLP displays minimal understanding of how disabilities impact students' attitudes, behaviors and educational performances. Does not differentiate instruction.
3.9	Delivery of Service: Flexibility/ Responsiveness	SLP is continually seeking ways to improve treatment and makes changes as appropriate in response to student, parent, and/or teacher input.	SLP makes revisions in treatment when confronted with evidence of the need for change.	SLP considers changes in treatment when confronted with evidence of the need for change.	SLP adheres to the plan or program in spite of evidence of its inadequacy.
3.10	Delivery of Service: Student Interactions	SLP shows warmth, caring, respect, and fairness for all students and builds strong relationships. Earns students' respect and creates a climate in which disruption of learning is extremely rare and handled promptly and effectively.	SLP is fair and respectful toward students and builds positive relationships. Builds a culture of respect within the learning environment.	SLP is fair and respectful toward most students and builds positive relationships with some. Wins the respect of some students but there are regular disruptions in the learning environment.	SLP is sometimes unfair and disrespectful to the group; plays favorites. Is not respected by students and the learning environment is frequently chaotic.
3.11	Delivery of Service: Reflection	SLP's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. SLP draws on an extensive repertoire including input from colleagues to identify alternative strategies.	SLP's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. SLP makes some specific suggestions as to how the therapy program might be improved.	SLP'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.	SLP does not reflect on practice, or the reflections are inaccurate or self-serving.

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Speech Language Pathologist

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4.12	Management: Service Delivery	SLP uses a variety of creative strategies that provide efficient service delivery models to meet student needs.	SLP uses a variety of strategies that provide efficient service delivery models to meet student needs.	SLP uses limited service delivery models to meet student needs.	SLP does not vary service delivery model to meet student needs.
4.13	Management: Caseload	SLP continually makes decisions on eligibility, including dismissal. Provides prompt and consistent intervention to special education students. Supports general education initiatives that focus on achievement for all students.	SLP continually makes decisions on eligibility while serving a variety of special education students with speech/language services on their IEP.	SLP maintains caseload while limiting service delivery to only students who have a Communication Disorder eligibility.	SLP inefficiently manages caseload and inconsistently serves students.

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Speech Language Pathologist

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5.14	Professional Responsibilities: Professionalism	SLP presents self as a consummate professional and always observes appropriate boundaries.	SLP demonstrates professional demeanor/ behavior and maintains appropriate boundaries.	SLP occasionally acts and/or presents self in an unprofessional manner and disrespects boundaries.	SLP frequently acts and/or presents self in an unprofessional manner and violates boundaries.
5.15	Professional Responsibilities: Collaboration	Collaborates with classroom teachers, other professionals, and peers when sharing ideas, looking at student work, and utilizing data to drive instruction.	Collaborates with classroom teachers, other professionals, and peers to share therapy ideas while looking at student work	Meets infrequently with classroom teachers, other professionals, to share therapy ideas.	Does not meet with classroom teachers, other professionals, and peers and is not open to collaboration.
5.16	Professional Responsibilities: Self-Improvement	SLP seeks out best practices, feedback, and suggestions, which are integrated into practice. Active participant of professional workshops, study groups, reading and/or research to improve speech-language learning.	SLP listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism. Seeks out effective therapy ideas from colleagues and other sources.	SLP keeps an eye out for new ideas to improve therapy, but implementation is with mixed results. Shows minimal interest in listening to feedback and suggestions.	SLP is not open to ideas for improving therapy and learning. Is defensive and/or resistant to changing professional practices.
5.17	Professional Responsibilities: Rules, Regulations, Laws, and Ethical Standards	SLP demonstrates professional performance and consults with colleagues regarding ethical and/or litigious situations while upholding the ethical behavior and rules and regulations as outlined in the Oregon Board of Examiners for Speech Language Pathology.	SLP upholds the importance of ethical behavior rules and regulations as outlined in the Oregon Board of Examiners for Speech Language Pathology.	SLP understands the importance of ethical behavior and rules and regulations as outlined in the Oregon Board of Examiners for Speech Language Pathology.	SLP does not demonstrate ethical behavior or follow the rules and regulations as outlined in the Oregon Board of Examiners for Speech Language Pathology.
5.18	Professional Responsibilities: Supervision <i>(when applicable)</i>	SLP supervises and trains SLP-A while providing ongoing feedback and support including information regarding students' disabilities, therapy delivery, therapy planning, and data collection while maintaining all required records on personnel they supervise.	SLP supervises and trains SLP-A while providing ongoing feedback and support, <i>when requested</i> , including information regarding students' disabilities, therapy delivery, therapy planning, and data collection while maintaining all required records.	SLP supervises and trains SLP-A providing limited support while maintaining all required records.	SLP fails to provide support to SLP-A and does not maintain proper records.

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Bend-La Pine Schools Performance Evaluation Rubric - 2015/16

School Nurse

#	Domain: Standard	Exemplary 4	Effective 3	Area for Growth 2	Does Not Meet 1
1.1	Planning and Preparation: Knowledge of School Nursing, Students, and Resources	School Nurse displays extensive content knowledge, actively builds on knowledge of prerequisite relationships, and displays continuing search for best practice.	School Nurse displays solid content knowledge, planning reflects understanding of relationships and team practices reflect current research on best practices.	School Nurse displays basic content knowledge of prerequisite learning and pedagogical knowledge, but knowledge is incomplete or inaccurate.	School Nurse displays little understanding of prerequisite knowledge important for students' medical needs and of team issues; s/he does not have good knowledge of special education.
1.2	Planning and Preparation: Local, State and Federal Policies and Regulations	School Nurse consistently demonstrates and implements knowledge of all appropriate issues regarding the growth, development and instruction of the population served.	School Nurse displays knowledge of students' developmental characteristics, skills, interests and cultural heritage and varies his/her approaches in instruction and planning when appropriate.	School Nurse has knowledge of developmental characteristics and general understanding of learning styles while recognizing the value of knowing students' skills, interests and cultural heritage.	School Nurse displays minimal knowledge of developmental characteristics of age group and is unfamiliar with learning styles, students' skills and knowledge, cultural heritage and interests.
1.3	Planning and Preparation: Knowledge of Characteristics of Students with Exceptionalities	School Nurse utilizes and promotes local and state resources and services. School Nurse anticipates requests for preventative and proactive resources and coordinates utilization of resources with teachers, students, and families.	Displays awareness of, utilizes, and recommends resources available within the community to teachers, students and families.	Displays awareness of local resources available to teachers, students, and families.	Has limited knowledge of resources available in the community.
1.4	Planning and Preparation: Individual Health Plans	Consistently implements, and can clearly explain, local, state, and federal regulations and policies. The information is utilized and/or presented in a meaningful and sensitive manner.	School Nurse displays an in-depth understanding of local, state, and federal regulations and policies. The information is utilized and/or presented in a meaningful and sensitive manner.	School Nurse displays basic understanding of local, state, and federal regulations and policies and can adequately utilize the information.	School Nurse displays little understanding of local, state and federal regulations and policies and/or does not utilize the information.

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School Nurse

#	Domain: Standard	Exemplary 4	Effective 3	Area for Growth 2	Does Not Meet 1
2.5	Health Services: Collaboration with Staff, Students, and Parents	School Nurse is skillful and reflective in collaborating with students, parents, school personnel and community agencies, and maintains student confidentiality. School Nurse acts as a resource for parents and colleagues.	School Nurse is skillful in collaborating with students, parents, school personnel and community agencies while maintaining student confidentiality.	School Nurse displays basic ability to collaborate with students, parents, school personnel and community agencies; confidentiality is observed.	School Nurse displays little ability to collaborate with students, parents, school personnel and community agencies. Confidentiality is not adhered to.
2.6	Health Services: Applying an Interdisciplinary Approach	School Nurse collaborates effectively with parents, colleagues, and other individuals representing a wide variety of agencies/interests in developing evaluations and IEPs/504 plans. School Nurse is analytical and reflective of the input from these disciplines.	School Nurse is skillful in collaborating with parents, colleagues, and other individuals representing a wide variety of agencies/interests in developing evaluations and IEPs/504 plans.	School Nurse displays basic ability to collaborate with parents, colleagues, and other individuals representing a wide variety of agencies/interests in developing evaluations and IEPs/504 Plans.	School Nurse displays little ability to collaborate with parents, colleagues, and other individuals representing a wide variety of agencies/interests in developing evaluations and IEPs/504 plans.
2.7	Health Services: Establishing Safe Health Environment	School Nurse anticipates and plans for the needs of the classroom and health office (where appropriate), making sure that equipment is safe and in working order.	School Nurse uses resources and provides needed equipment both in classrooms and the health office (where appropriate) to keep students and staff safe.	School Nurse uses resources adequately, however, has limited effectiveness. Has difficulty with understanding appropriate equipment for the needs of individual students and health office (where appropriate).	School Nurse uses resources poorly and is not knowledgeable about equipment leaving classrooms and health office (where appropriate) unsafe.

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School Nurse

#	Domain: Standard	Exemplary 4	Effective 3	Area for Growth 2	Does Not Meet 1
3.8	School Health: Programs, Support, Services: Developing and Implementing Individual Health Plans	School Nurse is skillful and reflective in developing and implementing health plans according to the needs and characteristics of the student and staff. Shares ideas with colleagues and has mastered the nursing process.*	School Nurse is skillful and competent in developing and implementing health plans according to the needs and characteristics of the student and staff and effectively uses the nursing process.*	School Nurse displays basic ability to develop and implement health plans and is aware of the nursing process.*	School Nurse displays little ability to develop and implement health plans (i.e., 504, emergency plans, etc.)
3.9	School Health: Programs, Support, Services: Promoting the Health Services	School Nurse consistently uses creative ways to engage students, family, and school community in the health services.	School Nurse continually presents new information to promote the health services.	School Nurse attempts to acquaint students, family, and school community of the health services program, as well as being a resource for services.	School Nurse does not attempt to acquaint students, family or school community of the health services.
3.10	School Health: Programs, Support, Services: Demonstrating Flexibility, Responsiveness and Cultural Sensitivity	School Nurse is consistently responsive to students' needs and interests, sets appropriate services priorities and demonstrates creativity and persistence in providing services with cultural sensitivity.	School Nurse adjusts intervention plan to be responsive to students' needs and interests, consistently sets appropriate service priorities, and is flexible and persistent in providing services with cultural sensitivity.	School Nurse demonstrates moderate responsiveness to students' needs and interests, inconsistently sets appropriate service priorities, and is somewhat flexible in providing services given with cultural sensitivity.	School Nurse adheres to intervention plan in spite of students' participation level, and does not set appropriate service priorities, and assumes no responsibility for providing services when space, student availability and equipment is not optimal.

Bend-La Pine Schools Performance Evaluation Rubric – 2015/16

School Nurse

#	Domain: Standard	Exemplary 4	Effective 3	Area for Growth 2	Does Not Meet 1
4.11	Professional Responsibilities: Professionalism - Reflection on Intervention	School Nurse reflection on the intervention is highly accurate and perceptive. School Nurse draws on extensive knowledge and experience to assess and suggest alternative interventions. School Nurse works with colleagues to determine what worked and what didn't.	School Nurse reflects accurately on intervention, citing general impact and makes specific suggestions about how it might be improved.	School Nurse reflection on the intervention is generally accurate and global suggestions as to how it might be improved are offered.	School Nurse does not reflect on the effectiveness of the intervention or propose ideas as to how it may be improved.
4.12	Professional Responsibilities: Demonstrating Decision-Making	School Nurse takes a leadership role in team decision-making, setting high standards. School Nurse is highly proactive in helping ensure that all students are served.	School Nurse makes genuine and successful efforts to ensure that all students are well served. Decision-making is guided by best practice and interest of the student and decisions consistently show good judgment. School Nurse participates in team decision-making.	School Nurse attempts to serve students are based on best information but may be inconsistent. Decisions are data driven and reflect student needs.	School Nurse is not alert to the student's needs which contribute to practices that result in some students being ill served and makes decisions based on limited consideration or unsupported by data.

Bend-La Pine Schools Performance Evaluation Rubric – 2015/16

School Nurse

#	Domain: Standard	Exemplary 4	Effective 3	Area for Growth 2	Does Not Meet 1
4.13	Professional Responsibilities: Maintaining Accurate Records and Compliance with State Guidelines	School Nurse is outstanding in keeping up-to-date health information on all students and will contact parents readily to clarify any inconsistencies. All students have current immunization records or waivers in place if indicated by the State's deadline for exclusion. Consistently evaluates and updates policies and procedures related to management of health records and procedures.	School Nurse is proficient at keeping up-to-date health information on all students and reviews new student's records in a timely manner. Parents are notified within state's timeframe regarding students who are behind schedule for immunizations, if indicated. Data is easily retrievable.	School Nurse usually keeps up-to-date health information on all students in the building. Most documentation records and reports are available and done in a timely manner.	School Nurse does not keep up-to date health information on all students in the building. Records are unavailable or documentation is not completed in a timely manner.
4.14	Professional Responsibilities: Communicating with Families, Community Members and Colleagues	School Nurse treats parents with respect and empathy and provides information frequently. Is outstanding in handling difficult situations with parents and facilitates the best interest of students.	School Nurse interactions with parents are respectful and friendly and information is provided frequently. Can usually handle very difficult situations without assistance.	School Nurse communicates but offers little information. Interactions with parents are respectful but may need some assistance with difficult situations.	School Nurse provides little information, does not show respect and understanding to parents on the phone or when picking up ill/injured students, avoids parent contact.

This form may be used as a reference for yearly goal setting and reflection. It may also provide indicators of professional development needs within a building.

Bend-La Pine Schools Performance Evaluation Rubric

School Psychologist

#	Domain: Standard	Exemplary 4	Effective 3	Area for Growth 2	Does Not Meet 1
1.1	Leadership: Actively Seek Professional Growth and Learning Opportunities	School Psychologist reflects critically on own skills and identifies professional learning needs while sharing newly-learned knowledge and practices with colleagues and school staff.	School Psychologist independently and consistently seeks professional growth and learning opportunities.	When asked, School Psychologist attends mandatory professional learning events and occasionally attends optional professional learning events.	School Psychologist fails to seek or take advantage of opportunities to engage in professional learning, and fails to respond to feedback from supervisor(s) regarding the need for professional learning.
1.2	Leadership: Contributes to Profession of School Psychology	School Psychologist leads activities focused on improving the procedures and practices of the school district and the profession of school psychology.	School Psychologist initiates participation in activities focused on improving the procedures and practices of the school district and the profession of school psychology.	When asked, School Psychologist participates in activities designed to advance the professional practice of school psychology.	School Psychologist rarely or never is involved in activities designed to advance the professional practice of school psychology.
1.3	Leadership: Advocates for Student Success	School Psychologist takes an active leadership role to ensure the growth and learning of students and effectively advocates for a change in systems, instruction, or services at the building or district level.	School Psychologist demonstrates consistent commitment to the growth and learning of students and effectively advocates for a change in systems, instruction, or services.	School Psychologist demonstrates some commitment to the growth and learning of students and, when asked, will advocate for a change in systems, instruction, or services.	School Psychologist demonstrates limited commitment to the growth and learning of students and doesn't advocate for a change in systems, instruction, or services.
1.4	Leadership: Ethical and Legal Practices	School Psychologist interprets questions of professional conduct and ethics and serves as a resource to instruct others in understanding ethical issues and conduct.	School Psychologist consistently adheres to the highest professional conduct and standards.	School Psychologist demonstrates a basic level of professional conduct and standards.	School Psychologist demonstrates minimal awareness and display of appropriate professional conduct and standards.

#	Domain: Standard	Exemplary 4	Effective 3	Area for Growth 2	Does Not Meet 1
2.5	Consultation/ Collaboration: School/Staff	School Psychologist models and leads consultation, collaboration, and communication with school staff and applies knowledge in innovative ways.	School Psychologist effectively engages in consultation, collaboration, and communication with school staff.	School Psychologist occasionally demonstrates knowledge and skills for effective consultation, collaboration, and communication with school staff.	School Psychologist lacks knowledge and skills for effective consultation, collaboration, and communication with school staff.
2.6	Consultation/ Collaboration: Families	School Psychologist models and leads consultation, collaboration, and communication with parents and families and applies knowledge in innovative ways.	School Psychologist effectively engages in consultation, collaboration, and communication with parents and families.	School Psychologist occasionally demonstrates knowledge and skills for effective consultation, collaboration, and communication with parents and families.	School Psychologist lacks knowledge and skills for effective consultation, collaboration, and communication with parents and families.
2.7	Consultation/ Collaboration: Community	School Psychologist is effective and additionally <ul style="list-style-type: none"> • assists with the development and/or delivery of staff professional development on collaboration and consultation. • provides mentoring and coaching to colleagues regarding consultation strategies. • conducts professional development for community agencies and providers 	School Psychologist effectively engages in consultation and collaboration with community agencies in a manner that meets the expectations of the role/school(s).	School Psychologist is involved in continued professional growth regarding consultation and collaboration strategies, however individual's practices do not demonstrate application of this knowledge to expected roles and responsibilities	School Psychologist lacks knowledge about effective consultation strategies and practices, and/or fails to take advantage of opportunities to engage in continued professional growth and learning.

#	Domain: Standard	Exemplary 4	Effective 3	Area for Growth 2	Does Not Meet 1
3.8	Assessment and Data-Based Decision Making: Appropriate Assessment and Data Collection	School Psychologist's assessment methods include formal and informal test administration, functional behavioral assessment, curriculum-based measurement, interviews, ecological or environmental assessment to thoroughly conceptualize student needs and strengths.	School Psychologist uses a variety of assessment methods, observations and interviewing to gather data in areas needing consideration. Data is obtained from the student, school staff, care givers and significant adults of the student, and may include community sources.	School Psychologist uses assessment and data collection methods that are appropriate for the student, and administered, scored and interpreted correctly. However the assessments are limited in variety for the intended purpose, or limited in individualization for the specific student(s).	School Psychologist uses assessment and data collection methods that are inappropriate for purpose and/or student, or are administered, scored, or interpreted incorrectly.
3.9	Assessment and Data-Based Decision Making: Communicates Evaluation Results	School Psychologist provides leadership in the discussion of student strengths and needs as well as in decision-making, legal & ethical. Interprets collective results and completes report in a timely fashion. Completed all in a timely manner.	School Psychologist establishes rapport, demonstrates sensitivity to the feelings of team members present, clearly articulates assessment results and synthesizes data from all sources. Interprets collective results and completes report in a timely fashion.	School Psychologist communicates essential results in terms understandable to all team members. Few evaluations completed after compliance due dates for reasons within the School Psychologist's control.	School Psychologist demonstrates minimal ability to articulate assessment results in team meetings. School Psychologist demonstrates minimal ability to write psychological reports. Multiple evaluations completed past the compliance due dates.
3.10	Assessment and Data-Based Decision Making: School-wide Assessment Support	School Psychologist takes leadership and helps facilitate building-level teams and student-level teams regarding comprehensive intervention practice. School Psychologist assists with the development and/or delivery of staff professional development to support intervention practices.	School Psychologist takes initiative and contributes to school-wide assessment, progress monitoring and data-based decisions regarding intervention practices (behavior, reading, writing & math).	When asked, School Psychologist contributes to school-wide assessment practices, progress monitoring and data-based decisions regarding intervention practices but contributions are minimal.	The School Psychologist lacks knowledge about school-wide assessment and data-based decision-making practices, lacks knowledge about the collection and use of school-wide data, and/or fails to take advantage of opportunities to engage in school-wide assessment practices.
4.11	Preventative and Responsive Services: Supports School-wide Curricular and Instructional Interventions	School Psychologist is an active participant and takes a leadership role in supporting school-wide practices regarding realistic and effective interventions and instructional support strategies for students.	School Psychologist takes initiative to identify and provide realistic and effective interventions and instructional support strategies for students.	When asked, School Psychologist provides information regarding interventions and instructional support strategies for students.	School Psychologist lacks knowledge on realistic and effective interventions and instructional support strategies for students.

#	Domain: Standard	Exemplary 4	Effective 3	Area for Growth 2	Does Not Meet 1
4.12	Preventative and Responsive Services: Contributes to Crisis Response and Intervention Practices	School Psychologist takes leadership in development of policy and in teaching of crisis response interventions and has exceptional crisis response management skills.	School Psychologist actively seeks opportunities to learn about and provide crisis response interventions. Demonstrates skill at managing crisis situations effectively.	When asked, School Psychologist provides crisis response interventions and manages crisis situations, but contributions are minimal.	School Psychologist lacks knowledge on crisis response and demonstrates minimal ability to manage crisis situations.
4.13	Preventative and Responsive Services: Understands Student Diversity	School Psychologist informs policy and practice on effective interventions for diverse learners. Provides exceptional support with realistic and effective intervention strategies for teachers and staff working with diverse learners.	School Psychologist actively seeks opportunities to learn about diversity and provides realistic and effective intervention strategies for teachers and staff working with diverse students.	School Psychologist has emerging knowledge on diversity and when asked, takes advantage of opportunities to engage in continued professional growth and learning.	School Psychologist lacks knowledge on diversity and fails to take advantage of opportunities to engage in continued professional growth and learning.
5.14	Professional Responsibilities: Professionalism	School Psychologist consistently presents self as a consummate professional, respects and honors boundaries, and facilitates discussion or training regarding professionalism and boundaries with colleagues	School Psychologist demonstrates professional demeanor/behavior and maintains appropriate boundaries.	School Psychologist occasionally acts and/or presents self in an unprofessional manner and is not respectful of boundaries.	School Psychologist frequently acts and/or presents self in an unprofessional manner and violates boundaries.
5.15	Professional Responsibilities: School Psychologist Team/Community/Culture	Is an engaged member of the School Psychologist team and on committees and consistently contributes to work activities/initiatives.	Shares responsibilities and takes part in School Psychologist team and work activities/initiatives.	When asked, will serve on a committee and attend work activities.	Declines invitations to serve on committees and attends few work activities.
5.16	Professional Responsibilities: Leadership and Contribution to Learning	School Psychologist is a leader and facilitator of team and building-level professional development and actively participates in moving the district forward with its mission/vision.	School Psychologist is a consistently positive team member who contributes ideas at the team and building level and actively participates in moving the district forward with its mission/vision.	When asked, will contribute ideas or participate in activities that move the team, school, or district mission/vision forward.	Rarely contributes ideas that might help improve the team, school, or district. Rarely participates in activities to move mission/vision forward.

#	Domain: Standard	Exemplary 4	Effective 3	Area for Growth 2	Does Not Meet 1
5.17	Professional Responsibilities: Working with Teams	School Psychologist is an active participant and takes a leadership role in teamwork, eliciting all voices and utilizing data to improve student outcomes.	School Psychologist collaborates with team members to improve student outcomes.	When asked, School Psychologist meets with team members to share ideas about educational issues and students.	School Psychologist meets infrequently with colleagues and is not open to collaboration.
5.18	Professional Responsibilities: Self-Improvement	School Psychologist models best practices, independently seeks feedback, integrates current research into daily practice, and leads professional development to promote student success.	School Psychologist thoughtfully considers other viewpoints and responds constructively to suggestions or feedback. Actively seeks out professional development to improve practice, and collaborates with supervisors, colleagues, and other sources to promote student success.	When asked, School Psychologist participates in professional development to improve practice, but implementation is with mixed results. Shows minimal response to feedback or suggestions.	School psychologist is not open to ideas for improving professional practice, and is defensive and/or resistant to changing practices.
5.19	Professional Responsibilities: Utilizes Technology	School Psychologist utilizes technological tools and programs in innovative ways to meet the needs of school(s) and/or enhance job performance and provides mentoring and coaching to colleagues regarding the use of technological tools and programs.	School Psychologist utilizes technology to communicate with colleagues, collect assessment data, score data, summarizes data, graph data, and/or share data and findings with others.	School Psychologist is involved in continued professional growth and learning regarding the use of technological tools and programs, but knowledge and skill with technological tools and programs is not applied and is lacking.	School Psychologist lacks knowledge about the use of technological tools and programs, lacks the skills needed to use technological tools and programs, and/or, fails to engage in professional growth and learning to gain needed knowledge and skills.

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NOTE: Refer to Evaluation Program Domains/Standards (pgs. 21-39)



S.O.T.E.L

- SAFETY** The class is running smoothly and students can focus on learning.
Key Question: Can these students focus on learning?
- OBJECTIVES** The lesson objectives are clear.
Key Question: Where is the lesson heading?
- TEACHING** The learning experiences are being skillfully orchestrated.
Key Question: Is the learning being skillfully orchestrated?
- ENGAGEMENT** The students are paying attention and are involved in the lesson.
Key Question: Who is doing the work here?
- LEARNING** What is being taught is being learned.
Key Question: Are all the students getting it?

	Effective	Highly Effective
Safety	The classroom is physically safe for students – there is no violence, name calling, bullying or the like.	In addition to physical safety, the class is psychologically safe – students feel able to take intellectual risks.
Objectives	The lesson is aligned with state standards in terms of rigor and content, and its purpose is clear.	In addition, students see how lessons fit into the unit and the year’s curriculum; “essential questions” are on the wall, and the class frequently refers to them.
Teaching	The teacher is using a repertoire of well-chosen instructional strategies to teach the materials.	In addition, the lesson is skillfully differentiated to reach student subgroups.
Engagement	Students are attentive and involved in the lesson.	There’s ‘mind-on’ involvement, and students are taking responsibility for their own learning.
Learning	The teacher regularly uses formative assessments to check for understanding and follows up when learning problems appear.	In addition to formative assessments, the teacher uses interim assessment results to ensure all students are learning.

(Marshall, 2009)