



Special Education Teacher Consultant (TC) Evaluation Rubric

Domain 1: Planning and Preparation for Student Learning

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>1a: Demonstrating knowledge and skill in the implementation of assessment instruments to evaluate students.</p>	<p>TC demonstrates little or no knowledge and skill in using or explaining assessment instruments to evaluate students.</p>	<p>TC is able to articulate and use information from valid/reliable standardized instruments or other assessments, and use the results of assessments to recommend future instruction.</p>	<p>TC consistently uses a range of assessment instruments and observations, along with the incorporation of performance data to evaluate students and uses the results of assessments to recommend and/or adjust future instruction.</p>	<p>TC uses a range of assessment instruments, including observations along with other performance data to evaluate students in order to create, implement, or participate in an IEP that provides student access to gen-ed curriculum.</p>
<p>1b: Demonstrating knowledge of areas of weaknesses.</p>	<p>TC demonstrates little or no knowledge of the instructional practices specific to remediation techniques and learning styles that would address academic deficits.</p>	<p>TC demonstrates basic knowledge of the relationships between the instructional practices specific to remediation techniques and learning styles while participating with the educational team in the development of IEPs.</p>	<p>TC demonstrates knowledge of the relationships between the instructional practices specific to remediation techniques and learning styles while effectively integrating assessment/performance data in the development of IEPs.</p>	<p>TC demonstrates extensive knowledge of the relationships between different aspects of the content, the instructional practices specific to remediation techniques, and learning styles while providing leadership in the planning and organization of IEPs.</p>
<p>1c: Demonstrating knowledge of state and federal regulations. Demonstrating Knowledge of Resources.</p>	<p>TC demonstrates little or no knowledge of state and federal regulations, procedures and timelines. Paperwork submitted is usually inaccurate with multiple errors.</p>	<p>TC displays knowledge of state and federal regulations, procedures and timelines, however is inconsistent in following established timelines, procedures, and submitting accurate paperwork.</p>	<p>TC displays awareness of state and federal regulations, procedures and timelines. Is consistent in following established timelines, procedures, and submitting accurate paperwork.</p>	<p>TC displays knowledge of state and federal regulations, as evidenced by adherence to procedures and timelines. TC takes a leadership role in IEP decision-making and ensures that decisions are based on best</p>

				practice and state and federal regulations. TC ensures that paperwork is accurate.
1d: Planning the program to meet the needs of individual students.	TC plans for intervention services do not align with each student's disability or academic needs.	TC plans for intervention have learning objectives aligned to the identified needs of the students and includes a number of accommodations but some of them do not fit with the broader goals.	TC plans for intervention are appropriately aligned with the student's identified educational needs, incorporating the expectations of the general education setting.	TC plans for intervention are coherent, preventative, and designed to support student progress. The intended objective guides application into the broader educational environment so as to facilitate independent functioning.
1e: Incorporating an internal measurement process to evaluate the efficacy of the TC services.	TC has no plan to evaluate the effectiveness of the remediation strategies/interventions, or resists suggestions that an evaluation is necessary.	TC has a rudimentary plan to evaluate the effectiveness of the remediation strategies/interventions that are used with students.	TC has a plan to evaluate the effectiveness of the remediation strategies/interventions which is organized around clear goals, inclusive of the collection of evidence to indicate the degree to which the goals have been met.	TC has a plan to evaluate the effectiveness of the remediation strategies/interventions which is comprehensive, and intended to guide program improvements on an ongoing basis.

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Domain 2: Creating an Environment for Learning

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a: Establishing rapport with students.	TC interactions with students are negative, inappropriate, or insensitive to students' cultural backgrounds.	TC interactions with student are a mix of positive and negative. The TC's efforts at developing rapport are partially successful.	TC interactions with students are positive and respectful and are appropriate to the cultural and developmental differences among groups of students.	TC interactions with individual students are highly respectful to cultural and developmental differences among student groups. TC takes the initiative to work collaboratively with students.
2b: Establishing a Culture for Learning.	The individual/group environment conveys a negative culture for learning, characterized by low teacher commitment and low expectations for student achievement.	The individual/group environment demonstrates attempts to create a culture for learning is partially successful, with little teacher commitment and modest expectations.	The individual/group culture is characterized by high expectations and commitment to students' success.	The individual/group culture is characterized by high expectations and commitment to students' success. The TC actively seeks knowledge from a variety of sources and attains this knowledge in order to meet the individual student needs.
2c: Establishing and maintaining clear procedures for evaluations.	TC does not participate in establishing or maintaining procedures for evaluations. TC is unresponsive to teachers' requests for assistance in the evaluation process.	TC assists in establishing evaluation procedures when asked. TC inconsistently maintains established procedures. TC is minimally responsive to teachers' request for assistance in the evaluation process.	TC actively participates in establishing and maintaining evaluation procedures and guides IEP members through implementation. TC is responsive to teachers' request for assistance in the evaluation process.	TC monitors the effectiveness of the evaluation process. The TC assists staff in monitoring and evaluating the intervention plan. TC consults with staff to design interventions addressing specific concerns.
2d: Organizing physical space.	The physical space is disorganized and poorly suited for working with students.	The physical space is somewhat organized.	The physical space is organized.	The physical space is arranged and organized to accommodate needs of students.

2e: Academic	TC does not demonstrate skills that promote improvement of instruction and growth of achievement.	TC demonstrates minimal knowledge of teaching and learning strategies and directly/indirectly supports the development of instruction and growth of achievement.	TC applies knowledge of teaching and learning strategies to facilitate and improve student achievement including research based instruction. Helps in developing challenging but achievable goals for a variety of students.	TC applies knowledge of teaching and learning strategies to facilitate and improve student achievement including research based instruction. Helps in developing challenging but achievable goals for a variety of students. TC keeps abreast of research based instruction and disseminates this knowledge to staff, administrators, and parents.
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Domain 3: Service Delivery

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a: Evaluating student needs in compliance with district, state and federal guidelines.	TC resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established timelines and procedures.	TC attempts to administer appropriate and/or available evaluation instruments to students, but is inconsistent in following established timelines and procedures. Communicates essential results in terms understandable to team members.	TC administers appropriate and/or relevant evaluation instruments to students, and ensures that all established timelines and/or procedures are delivered in compliance. Provides leadership in the discussion of student strengths and needs.	TC selects from a broad repertoire of assessments that are most appropriate and educationally relevant to students. Assists staff in monitoring and evaluating the intervention plan. Clearly articulates assessment results and synthesizes data collected by team members.
3b: Actively participating in the educational/evaluation teams.	TC does not actively participate with student educational/evaluation teams.	TC minimally participates with student educational/evaluation teams based upon the diagnostic data derived from the assessment reports in the development of students' IEPs.	TC actively participates in educational/evaluation teams, connecting the assessment data to the needs for service and prepares detailed IEPs based upon the derived diagnostic data.	TC actively participates on educational/evaluation teams and takes initiative in assembling data for student meetings. IEPs are prepared in an exemplary manner, incorporating relevant diagnostic information.
3c: Planning interventions to maximize students' academic successes.	TC fails to plan interventions suitable for students.	TC has planned interventions for students, but the interventions are only partially suitable and sporadically aligned with identified needs.	TC has planned interventions for students that are aligned to remediate identified academic needs. Activities and materials are fully appropriate for the instructional outcomes.	TC takes a leadership role in the development of comprehensive interventions for students, finding ways to meet student needs aligned to remediate educational deficits. Initiative is taken in seeking additional resources as needed.
3d: Knowledge of Student's Special Needs	TC displays no understanding of students' learning	TC displays little understanding of the students' learning	TC is aware of student's learning styles or medical	TC has thorough knowledge of student's learning styles or

	styles or medical needs.	styles or medical needs.	needs. Informs staff of these needs.	medical needs. Informs staff in detail about these needs.
3e: The TC provides strategies to promote academic success.	TC fails to provide service to individual students, staff and/or parents.	TC provides minimal services to students which promote academic success.	TC assists staff, students and parents in finding resources in the areas identified as academic needs.	TC assists staff, students and parents in finding resources in the areas identified as academic needs. TC assists in the implementation of IEPs.

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Domain 4: Collaboration and Consultation

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: Maintaining accurate and effective data management system.	TC systems for maintaining records is either nonexistent or in disarray, resulting in errors and unsupported outcomes in IEP management.	TC systems for maintaining records are only partially effective, impacting the accuracy of IEP management.	TC systems for maintaining records and managing data is effective for monitoring student progress and is used on an on-going basis to make adjustments to service delivery.	TC's system for maintaining records and managing data is effective and organized for monitoring student progress across settings and uses it to update goals. The TC's systems for maintaining records are accurate and aligned to identified objectives, and are effective in monitoring student performance.
4b: Communicating with parents, staff and administrators.	TC makes no attempt to engage teachers, administration, and parents in the instructional program. The TC lacks problem solving skills.	TC adheres to school procedures for communicating with teachers, administrators, and parents and provides background materials when requested. The TC demonstrates minimal problem-solving skills.	TC communicates frequently with teachers, administration, and parents, and successfully engages them about the instructional program. Information to team members about individual students is conveyed in an effective manner. TC demonstrates negotiation skills that assist in the development of interventions and programs.	TC's communication with teachers, administrators, and parents is highly accurate and conveys relevant information regarding student programming. The TC successfully engages team members in the instructional program, student progress and planning for the future.
4c: Participating in a professional community.	TC does not participate in a professional community or in school and district events and projects.	TC becomes involved in the professional community, in school and district events, and projects when specifically asked.	TC participates actively in the professional community. Additionally, the TC is a participant in school and district events. The TC maintains positive and productive relationships with colleagues.	TC makes a substantial contribution to the professional community, inclusive of school and district events, and assumes a leadership role among the faculty.

<p>4d: Growing and developing professionally.</p>	<p>TC does not participate in professional development activities.</p>	<p>TC participates in professional development activities that are convenient or are required.</p>	<p>TC seeks out opportunities for professional development based on an individual assessment of need and/or the needs of the students assigned to his/her caseload.</p>	<p>TC actively pursues professional development opportunities. In addition, the TC seeks feedback from supervisors and colleagues. TC continually expands knowledge base and skills to implement and share with colleagues.</p>
<p>4e: Collaboration</p>	<p>TC communication skills are insufficient and do not facilitate positive interpersonal relations.</p>	<p>TC communication skills are insufficient and facilitate mostly positive interpersonal relations.</p>	<p>TC communication skills are sufficient. TC establishes and maintains positive relationships with colleagues and co-workers that promote academic growth.</p>	<p>TC communicates clearly and effectively presents and disseminates information to diverse audiences, such as, students, parents and teachers.</p>

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Domain 5: Professionalism

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
5a: Data	TC does not utilize data to inform parent/guardian about instructional programs or student needs.	TC minimally uses data to inform parent/guardian about instructional programs or student needs.	TC regularly uses data to inform parent/guardian about instructional programs or student needs.	TC consistently uses data to inform parent/guardian about instructional programs or student needs.
5b: Responding to Academic Concerns	TC does not respond or responds insensitively to academic concerns about students.	TC minimally responds to academic concerns and may reflect occasional insensitivity.	TC is available to respond to academic concerns in a reasonable amount of time and with sensitivity.	TC response to academic concerns is timely and handled with great professional sensitivity.
5c: Problem Solving	TC demonstrates no skills in problem solving.	TC demonstrates minimal skills in problem solving.	TC demonstrates problem solving skills, as well as, negotiation skills which assist in the development of academic interventions.	TC demonstrates problem solving skills, as well as negotiation skills, which assist in the development of academic interventions. TC follows up on efficiency of the academic interventions.
5d: Showing professionalism.	TC has little sense of ethics and professionalism and contributes to practices that are harmful to students.	TC is well-intentioned in serving students and contributing to decisions in the school. TC attempts to serve students are limited.	TC displays ethical practice and professionalism in dealings with both students and colleagues and complies with school and district regulations.	TC displays the highest standards of ethical conduct. The TC comprehensively fulfills case management responsibilities. Relationships with colleagues are characterized by mutual support and cooperation. Takes initiative in leadership among the faculty.
5e: Demonstrating flexibility and responsiveness.	TC does not promote successful learning and is unresponsive to student challenges when difficulties are	TC attempts to accommodate the lesson or assessment when needed and is responsive to student	TC promotes the successful learning of all students, making adjustments as needed to IEPs. The TC uses	TC ensures the success of all students making adjustments as needed to IEPs. The TC has a repertoire of

	experienced.	questions. The TC has few strategies to draw upon when flexibility of instruction is necessary.	common strategies to draw upon when flexibility of instruction is necessary.	accommodations and instructional strategies to draw upon when flexibility of instruction is necessary.
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