

## The Naugatuck Public Schools Rubric for Effective Provision of Related Services

<b><u>Area</u></b>	<b><u>Below Standard</u></b>	<b><u>Developing</u></b>	<b><u>Effective</u></b>	<b><u>Exemplary</u></b>
<b><u>Domain 1:</u></b> Environment, Student Engagement and Commitment to Learning				
<b>1a.</b> Creating a supportive environment that is responsible and respectful of the social, emotional, behavioral, and academic learning needs of all students.  <b>Attributes:</b> <ul style="list-style-type: none"><li>Rapport and positive social interactions</li> <li>Respect for student diversity</li></ul>	Interactions between specialist and students are negative or disrespectful and/or the specialist does not promote positive social interactions among students  Does not establish an environment that is respectful of students' cultural, social, and/or developmental differences and/or the specialist does not address disrespectful behavior	Interactions between specialist and students are generally positive and respectful and/or the specialist inconsistently makes attempts to promote positive social interactions among students  Establishes an environment that is inconsistently respectful of students' cultural, social, and/or developmental differences	Interactions between specialist and students are consistently positive and respectful and the specialist regularly promotes positive social interactions among students  Maintains an environment that is consistently respectful of all students' cultural, social, and/or developmental differences	Interactions between students are consistently positive and respectful. Students initiate positive interactions  Acknowledges and incorporates students' cultural, social, and developmental diversity to enrich opportunities

<ul style="list-style-type: none"> <li>Communicating and reinforcing appropriate standards of behavior</li> <li>Promoting social competence, responsible behavior, and high expectations for student learning</li> </ul>	<p>Demonstrates little to no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student progress</p> <p>Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior</p>	<p>Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student progress</p> <p>Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions</p>	<p>Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student progress</p> <p>When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions</p>	<p>Specialist proactively addresses student behavior with little or no interference in student progress.</p> <p>Students are encouraged to independently use proactive strategies and social skills and take responsibility for their actions</p>
<p><b>1b. Promoting student engagement and shared responsibility for learning</b></p> <p><b>Attributes:</b></p> <ul style="list-style-type: none"> <li>Student engagement/re-engagement</li> <li>Shared responsibility for positive student interaction</li> </ul>	<p>Some students are consistently not engaged and few attempts are made to re-engage them</p> <p>Creating an environment in which students are reluctant to participate or interact with staff and other student(s)</p>	<p>Demonstrating developing strategies to engage and re-engage students</p> <p>Creating a safe environment in which student(s) minimally participate and/or interact positively with</p>	<p>Demonstrating strategies to engage and re-engage students</p> <p>Creating a safe environment in which students are willing to participate, interact positively with each</p>	<p>In addition to the characteristics of effective; Student(s) contribute to a positive environment, actively participate, and interact appropriately as determined by individual needs</p>

		each other	other	
<p><b>1c.</b> Promoting efficient routines and transitions to maximize service delivery (e. g., transitional behavior plan; school to career; transition from classroom to service delivery room).</p> <p><b>Attributes:</b></p> <ul style="list-style-type: none"> <li>• Service delivery time spent on routines and transitions appropriate to the purpose and the needs of the students.</li> </ul>	Loses significant service delivery due to ineffective management of routines, transitions, and accessing resources and materials	Loses some service delivery time by ineffectively managing routines, transitions, or accessing resources or materials	Effectively delivers services by managing routines, transitions, or accessing resources or materials	<p><i>In addition to the characteristics of effective:</i></p> <p>Maximizes service delivery time by using creative solutions to manage routines, transitions and organizing resources and materials to meet the needs of students</p>

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Domain 2: Program Management/ Assessment				
<p><b>2a.</b> Planning, coordinating, and implementing a program consistent with area-specific guidelines, policies, and procedures.</p> <p><b>Attributes</b></p> <ul style="list-style-type: none"> <li>Developing, organizing, and maintaining program and student records in accordance with Special Education laws, General Education laws, district policies and procedures</li> </ul>	Does not complete records and reports in a timely, accurate and/or thorough manner	Records and reports show inconsistency in timelines accuracy and/or thoroughness	Maintains student/program records that are timely, accurate and thorough.	Shares expertise in managing records and submitting reports in accordance with law, policies and guidelines with others (provides model reports and peer support)
<p><b>2b.</b> Planning, selecting <u>and administering</u> assessment tools or other instruments and <u>prevention/intervention strategies to meet student needs</u></p> <p><b>Attributes</b></p> <ul style="list-style-type: none"> <li>Assessing and documenting attainment toward programs objectives</li> <li>Identifying appropriate</li> </ul>	Does not assess and/or complete necessary documentation of program objectives  Does not utilize	Maintains a record of program objectives completion but documentation is weak or incomplete  The specialist uses	Assesses and documents attainment of program objectives  Uses an appropriate	Provides both statistical and anecdotal evidence of successful objective completion  Utilizes an extensive and

<p>assessments or other instruments based on student(s) needs</p> <ul style="list-style-type: none"> <li>Administering, scoring, evaluating, and/or interpreting area-specific data from instruments or records</li> </ul>	<p>appropriate instruments to assess the student's needs</p> <p>Does not appropriately or accurately interpret data from instruments and fails to seek assistance in doing so</p>	<p>minimal assessment information/measures or other instruments</p> <p>Requires assistance with instruments or data interpretation when needed</p>	<p>variety of assessment/information measures or other instruments</p> <p>Demonstrates proficiency in selecting, administering, and analyzing data from instruments and/or records</p>	<p>useful variety of assessments and informational measures or other instruments</p> <p>Is adept at selecting and administering and analyzing data from instruments and/or records and serves as a resource to others to build their capacity</p>
<p><b>2c. Collaborating, analyzing, interpreting, and communicating data/results</b></p> <p><b>Attributes</b></p> <ul style="list-style-type: none"> <li>Selecting prevention/intervention strategies to monitor ongoing student(s) progress</li> <li>Using assessment information for decision making</li> <li>Communicating conclusions drawn from assessment results with students, families, and colleagues</li> </ul>	<p>Selects ineffective strategies for monitoring the needs and progress of students</p> <p>Makes decisions based heavily on perception with little or no consideration for assessment data</p> <p>The specialist fails to communicate evaluation information appropriately to the</p>	<p>Selects strategies that identify general support for needs of student</p> <p>Uses minimal assessment information for decision making</p> <p>The specialist communicates limited evaluation information to students, families and colleagues</p>	<p>Selects or designs targeted strategies that identify, monitor and support student progress</p> <p>Uses assessment information and data for appropriate decision making</p> <p>The specialist regularly provides current and up to date evaluation information to</p>	<p>Selects and designs targeted strategies that consistently identify, monitor, and support student progress</p> <p>Assess students, seeks additional information, and makes well informed decisions regarding the program or evaluation of the program</p> <p>The specialist provides thorough and comprehensive evaluation information to students,</p>

	students, families and colleagues		students, families and colleagues	families and colleagues
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Domain 3: Direct Services/Instruction				
<b>3a. Demonstrating knowledge of best practices in specialty area</b>  <b>Attributes</b> <ul style="list-style-type: none"> <li>• Demonstrating flexibility and responsiveness</li> <li>• Monitoring and adjusting services to enhance student performance</li> </ul>	<p>Does not clearly demonstrate flexibility.</p> <p>Does not monitor or adjust for student enhanced performance</p>	<p>Occasionally demonstrates flexibility and responsiveness to students performance</p> <p>Monitors student performance</p>	<p>Demonstrates flexibility and responsiveness to students performance And sets a specific purpose for instruction which demonstrates comprehensive knowledge consistent to the profession.</p> <p>Monitors and adjusts for student performance.</p>	<p>Consistently demonstrates flexibility and responsiveness to students and sets a specific purpose for instruction which demonstrates comprehensive knowledge consistent to the profession.</p> <p>Monitors and adjusts while clearly and consistently communicating performance expectations.</p>

<p><b>3b. Providing intervention or instruction that promotes student learning and development</b></p> <p><b>Attributes</b></p> <ul style="list-style-type: none"> <li>Aligning service delivery with developmental expectations</li> <li>Aligning intervention activities with instructional objectives</li> <li>Providing feedback to students to improve their performance</li> </ul>	<p>Student services do not meet developmental expectations</p> <p>Student services and expectations do not align with meaningful learning activities.</p> <p>Does not provide feedback to student</p>	<p>Uses resources and groupings that minimally engage students in new learning.</p> <p>Activities partially align to instructional objectives</p> <p>Some feedback is provided to students</p>	<p>Uses resources and flexible groupings that engage students in new learning.</p> <p>Activities are clear and meaningful based on objectives.</p> <p>Provides feedback that is accurate to students.</p>	<p>Provides activities that promote student participation in flexible groups</p> <p>Activities are clear and directly aligned to student centered objectives.</p> <p>Provides individualized descriptive feedback to identify growth and learning</p>
<p><b>3c. Seeking and selecting resources and materials compatible with student needs</b></p> <p><b>Attributes</b></p> <ul style="list-style-type: none"> <li>As appropriate to specialty area, resources and materials are identified and maintained to meet the needs of students</li> </ul>	<p>Does not plan out appropriate resources or materials that support student needs.</p>	<p>Inconsistently identifies, selects and uses resources compatible with student needs</p>	<p>Seeks, selects uses resources compatible with student needs</p>	<p>Seeks, selects and if necessary, develops resources compatible with student needs.</p>

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<b>Domain 4:</b> Professional Responsibilities				
<p><b>4a.</b> Engaging in continuous professional learning to stay current with new and emerging best practices that impact student performance</p> <p><b>Attributes:</b></p> <ul style="list-style-type: none"> <li>Engaging in self-evaluation/reflection to impact student performance</li> </ul>	Insufficiently reflects on/ analyzes practice and impact on student performance.	Self-evaluates and reflects on practice and impact on student performance, but makes limited efforts to improve individual practice.	Self-evaluates and reflects on individual practice and impact on student performance, identifies areas for improvement, and takes actions to improve professional practice.	Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school, and professional needs.
<ul style="list-style-type: none"> <li>Responding to feedback</li> </ul>	Unwillingly accepts feedback and recommendations for improving practice.	Reluctantly accepts feedback and recommendations for improving practice, but	Accepts feedback and makes necessary changes in practice based on feedback.	Proactively seeks feedback in order to improve a range of professional practices.



		changes in practice are limited.		
<ul style="list-style-type: none"> <li>Professional learning</li> </ul>	Attends required professional learning opportunities but resists participating	Participates in professional learning when asked but makes minimal contributions.	Participates actively in required professional learning and seeks out opportunities within and beyond the school to strengthen skills and apply new learning.	Takes a lead in and/or initiates opportunities for professional learning with colleagues.
<p><b>4b:</b> Collaborating to develop and sustain a professional learning environment to support student performance</p> <p><b>Attributes:</b></p> <ul style="list-style-type: none"> <li>Collaboration with colleagues</li> </ul>	Attends required meetings to review data but does not use data to adjust services delivery practices.	Participates minimally with colleagues to analyze data and uses results to make minor adjustments to service delivery practices.	Collaborates with colleagues on an ongoing basis to synthesize and analyze data and adjusts service delivery to improve student performance.	Supports and assists colleagues in gathering, synthesizing, and analyzing data to adapt planning and service delivery practices that support professional growth and student performance.
<ul style="list-style-type: none"> <li>Contribution to professional learning environment</li> </ul>	Disregards ethical codes of conduct and professional standards.	Acts in accordance with ethical codes of conduct and professional standards.	Supports colleagues in exploring and making ethical decisions and adhering to professional standards.	Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional

				practice.
<ul style="list-style-type: none"> <li>Ethical use of technology</li> </ul>	Disregards established rules and policies in accessing and using information and technology in a safe, legal, and ethical manner.	Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Models safe, legal and ethical use of information and technology and takes steps to prevent the misuse of information and technology.	Advocates for and promotes the safe, legal and ethical use of information and technology throughout the school community.
<p><b>4c.:</b> Working with colleagues, students, and families to develop and sustain a positive school climate that supports student performance</p> <p><b>Attributes:</b></p> <ul style="list-style-type: none"> <li>Engages in activities that promote positive school climate</li> </ul>	Does not contribute to a positive school climate.	Participates in school-wide efforts to develop a positive school climate but makes minimal contributions.	Engages with colleagues, students and families in developing and sustaining a positive school climate.	Leads efforts to improve and strengthen the school climate.
<ul style="list-style-type: none"> <li>Family and</li> </ul>	Limits communication	Communicates with	Communicates	Supports colleagues in

community engagement	with families about student academic, behavioral, social, and/or emotional performance to required reports and conferences.	families about student academic, behavioral, social, and/or emotional performance through required reports and conferences, and makes some attempts to build relationships through additional communications.	frequently and proactively with families about expectations and student academic, behavioral, social, and/or emotional performance, and develops positive relationships with families to promote student success.	developing effective ways to communicate with families and engage them in opportunities to support their child's academic, behavioral, social, and/or emotional performance, and seeks input from families and communities to support student growth and development.
<ul style="list-style-type: none"> <li>Professional communications</li> </ul>	Demonstrates lack of respect for context when communicating with students and families, OR demonstrates bias and/or negativity in the community.	Communicates with families and the community in a professional manner.	Consistently communicates with families and the community in a professionally responsive manner.	Proactively seeks feedback and improves professional communications with families and the community.