

Autism/Behavior Specialists Evaluation Rubric

Domain 1: Planning and Preparation

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1a: <i>Demonstrating knowledge of current trends in specialty area and professional development</i>	Specialist demonstrates little or no familiarity with specialty area or trends in professional development.	Specialist demonstrates basic familiarity with specialty area and or trends in professional development.	Specialist demonstrates thorough knowledge of specialty area and trends in professional development.	Specialist's knowledge of specialty area and trends in professional development is wide and deep; Specialist is regarded as a valuable and sought after resource by colleagues.

Domain 1: Planning and Preparation (continued)

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1b: <i>Demonstrating knowledge of students and the school's or department's goals or improvement plan and levels of teacher skill in delivery of that plan</i>	Specialist demonstrates little or no understanding of how students with disabilities learn, and little knowledge of students' backgrounds, home environment, cultures, skills, language proficiency, interests, and disabilities, and does not seek such understanding. Specialist is unaware of teachers' level of skill and their capacity to understand the needs of their students.	Specialist indicates the importance of understanding how students with disabilities learn and the students' backgrounds, home environment, cultures, skills, language proficiency, interests, and disabilities. Specialist is somewhat aware of teachers' level of skill and their capacity to understand the needs of their students.	Specialist understands the active nature of learning for students with disabilities, and attains information about levels of development for each student he/she case manages. The Specialist also purposefully seeks knowledge from several sources of students' backgrounds, home environment, cultures, skills, language proficiency, interests, and disabilities, and attains this knowledge for each student he/she case manages. Proficiency, interests, and disabilities, and does not seek such understanding. Specialist has a thorough understanding of teachers' level of skill and their capacity to understand the needs of their students.	Specialist actively seeks knowledge of students with special needs levels of development and their backgrounds, home environment cultures, skills, language proficiency, interests, and disabilities from a variety of sources. This information is acquired for individual students he/she case manages, as well as any student he/she may provide instruction to, and/or the school body. Specialist has a deep understanding of teachers' level of skill and their capacity to understand the needs of their students.

Domain 1: Planning and Preparation (continued)

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1c: <i>Establishing goals for the instructional support plan appropriate to the setting and the teachers served</i>	Specialist has no clear goals for supporting staff or they are inappropriate to either the situation or the needs of the staff.	Specialist's/Coach's goals for supporting staff are rudimentary and are partially suitable to the situation and the needs of the staff.	Specialist's goals for supporting staff are clear and are suitable to the situation and the needs of the staff.	Specialist's goals for the supporting staff are highly appropriate to the situation and the needs of the staff.
1d: <i>Demonstrating knowledge of resources, both within and beyond the district</i>	Specialist is unaware of available resources and curriculum for expanding one's own knowledge, or for staff or students available through the school or district.	Specialist displays basic awareness of resources available for use, for expanding one's own knowledge, and for students and teachers they support, but displays lack of awareness of how to support implementing with fidelity or access these resources.	Specialist displays solid awareness of resources available for use, for expanding one's own knowledge, and for staff or student instruction. Specialist supports implementing curriculum with fidelity and/or shares resources that match the need of team members.	Specialist displays extensive knowledge of resources available for use, for expanding one's own knowledge, and for student instruction. Specialist supports implementing curriculum with fidelity and/or shares resources that match the need of team members and families.

1e: <i>Collaboratively developing support integrated with the overall district/school plan</i>	Specialist's work with teachers and instructional assistants consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Specialist's work with teachers and instructional assistants includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Specialist's work with teachers and instructional assistants is well designed to support teachers in the improvement of their instructional skills, and has been developed following consultation with school psychologists and/or administrators and/or teachers.	Specialist's support plan is highly coherent, and intentionally aligns with the broader goals of the school and district. The plan has been developed in collaboration with school psychologists and/or administrators and/or teachers.
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Domain 1: Planning and Preparation (continued)

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1f: <i>Developing a plan to evaluate instructional supports</i>	Specialist has no plan to evaluate the effects of his/her support or resists suggestions that such an evaluation is important.	Specialist has a rudimentary plan to evaluate the effects of his/her support.	Specialist has an effective plan to evaluate the effects of his/her support around clear goals.	Specialist anticipates sources of evidence that may demonstrate effectiveness and provides a clear path toward improving supports on an ongoing basis.

Domain 2: The Environment

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a: <i>Creating an environment of trust and respect</i>	Specialist is unable to build trusting relationships with teachers and instructional assistants.	Specialist is able to build trusting relationships with a limited group of teachers and instructional assistants.	Specialist is seen by most teachers as a valuable resource. He/she is beginning to build trusting relationships with a broader array of teachers, including more resistant teachers.	Specialist is seen and pursued as a valuable resource. He/she works effectively with all teachers due to specific measures he/she has taken to build trusting and professional relationships.
2b: <i>Establishing a culture for ongoing instructional improvement</i>	Specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Specialist is establishing a culture of professional inquiry.	Specialist promotes a culture of professional inquiry in which teachers seek assistance in improving his/her instructional skills.	Specialist has established a culture of professional inquiry in which teachers initiate new learning connected to school improvement goals and/or Individualized student goals.
2c: <i>Establishing clear procedures for teachers to gain access to instructional support</i>	Specialist has not established clear procedures for teachers to access assistance.	Specialist has established some procedures for accessing assistance are clear to teachers, whereas others are not.	Specialist has established clear procedures for teachers to use in gaining access to support, following consultations with school psychologists, and/or administrators and/or teachers.	Specialist has established clear procedures (based on consultation with school psychologists and/or administrators and/or teachers) for teachers to access instructional support. Adjustments to procedures are evaluated throughout the year and revised based on needs.

Domain 2: The Environment (*continued*)

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2d: <i>Supports others in managing behavior</i>	Specialist has not established norms of professional conduct. Teachers are frequently disrespectful in their interactions with one another. Specialist does not provide supports around classroom management and behavior to teachers or instructional assistants.	Specialist's efforts to establish norms of professional conduct are partially successful. Specialist provides rudimentary supports to others regarding classroom management and behavior support. Specialist does not provide supports regarding behavior support plans and may not know which students that he/she supports has behavior support plans.	Specialist has established clear norms of mutual respect for professional interaction. Specialist is a resource for teachers regarding classroom management and managing behaviors. Specialist aids staff in implementing Behavior Support plans when such support is sought by teachers.	Specialist has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct. Specialist is a resource for teachers regarding classroom management and managing behaviors. Specialist actively aids staff in implementing Behavior Support plans and helps to support such plans being implemented with fidelity.
2e: <i>Organizing physical space for workshops or training</i>	Specialist makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.	The physical environment does not impede workshop activities.	Specialist makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	Specialist makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.

Domain 3: Delivery of Service

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a: <i>Utilizing student data to support teacher reflection and decision-making</i>	Specialist is reluctant to draw from student data in one-on-one and small group coaching sessions.	Specialist is beginning to discern what data is relevant and to draw on it in one-on-one and small group coaching sessions. Coaching is consistently focused on teaching practice with occasional connections to student learning.	Specialist is able to discern what data is relevant and can draw on it in one-on-one and small group coaching sessions. Student learning is beginning to inform coaching conversations. Specialist has developed skills to address other factors, such as implementation of curriculum and classroom routines, in the context of student learning.	Specialist regularly uses relevant data in one-on-one and small group coaching sessions. Student learning directly and consistently informs coaching conversations. Instructional specialist seamlessly guides the conversation from student learning to other factors, such as implementation of curriculum and classroom routines.

Domain 3: Delivery of Service *(continued)*

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3b: <i>Facilitating learning with teachers</i>	Specialist's facilitation is of poor quality or is not appropriate to the needs of the teachers being served. Model lessons and coaching are of poor quality or are not appropriate to the needs of the teachers being served.	Specialist employs a limited set of facilitation processes. One-to-one, small and large group facilitation is not productive on a consistent basis. The quality of the model lessons and coaching is mixed, with some of them being appropriate to the needs of the teachers being served.	Specialist is working to expand the repertoire of facilitation techniques used in one-to-one, small and large group sessions. Groups are beginning to function at a more productive level. The quality of the model lessons and coaching is uniformly high and appropriate to the needs of the teachers being served.	Specialist understands which facilitation processes to employ at any given time. Instructional specialist is a skilled facilitator and, as a result, one-to-one, small and large groups function in a highly productive manner on a consistent basis. The quality of the model lessons and coaching is uniformly high and appropriate to the needs of the teachers being served. The specialist conducts extensive follow-up work with teachers.
3c: <i>Demonstrating flexibility and responsiveness</i>	Specialist adheres to his/her plan, in spite of evidence of its inadequacy.	Specialist makes modest changes in his/her work with students, teachers and instructional assistants when confronted with evidence of the need for change.	Specialist makes revisions in his/her work with students, teachers and instructional assistants when it is needed, in response to data.	Specialist is continually seeking ways to improve his/her work with students, teachers and instructional assistants and makes changes as needed in response to data.

Domain 3: Delivery of Service (*continued*)

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3d: <i>Locating resources for teachers to support instructional improvement</i>	Specialist fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.	Specialist's efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available.	Specialist locates a variety of resources for instructional improvement for teachers reflecting a strong understanding of what is available.	Specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.

Domain 4: Professional Responsibilities

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: <i>Reflecting on practice</i>	Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Specialist'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.	Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist/ specialist makes some specific adjustments based on his/her reflections.	Specialist's reflection is highly accurate and perceptive, citing specific examples. Specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely outcomes of each.
4b: <i>Collaborating with other instructional specialists</i>	Specialist makes no effort to collaborate with other Specialists/ service providers (OT, PT, SLP, School Psychologist) within the district.	Specialist responds positively to the efforts of other instructional specialists and service providers (OT, PT, SLP, School Psychologist) within the district to collaborate.	Specialist initiates efforts to collaborate with other instructional specialists and service providers (OT, PT, SLP, School Psychologist) within the district.	Specialist takes a leadership role in coordinating projects with other Specialists and/or service providers (OT, PT, SLP, School Psychologist) within and beyond the district.

Domain 4: Professional Responsibilities *(continued)*

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4c: <i>Participating in a professional community</i>	Specialist's / specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district initiatives and projects. Specialist/ specialist does not participate in professional development activities, even when such activities are needed. Specialist/ specialist avoids opportunities to further his/her pedagogical and content knowledge.	Specialist's/ specialist's relationships with colleagues are cordial, and the specialist participates in school and district initiatives and projects when specifically requested. Specialist's/specialist's participation in professional development activities is limited to those that are convenient or are required. Specialist/ specialist is capable and experienced across a limited range of grade levels and/or subject areas. Specialist/ specialist is still gaining experience in the content that is being supported.	Specialist/ specialist participates actively in school and district initiatives and projects and maintains positive and productive relationships with colleagues. Specialist/ specialist seeks out opportunities for professional development based on an individual assessment of need. Specialist/ specialist has taken specific measures to broaden the range of teaching experience across a range of grade levels and/or subject areas. Specialist/ specialist is currently developing knowledge of the content that is being supported.	Specialist/ specialist makes a substantial contribution to school and district initiatives and projects and assumes a leadership role with colleagues. Specialist/ specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through a multitude of learning activities.

Domain 4: Professional Responsibilities *(continued)*

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4d: <i>Showing professionalism, including integrity and confidentiality</i>	Specialist displays dishonesty in interactions with colleagues, students, and the public. Specialist is not alert to students' needs as designated by their Individualized Education Plan. Specialist does not advocate for students with disabilities. Specialist does not comply with school and district regulations.	Specialist is honest in interactions with colleagues, students, and the public. Specialist attempts to serve students are inconsistent, and not knowingly does contribute to some students' needs, as designated by their Individualized Education Plans. Specialist makes some attempts to advocate for students with disabilities. Specialist complies minimally with school and district regulations.	Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Specialist is active in serving students, working to ensure that all students' Individualized Education Plans are implemented with integrity and fidelity. Specialist advocates for all students. Learning specialist complies fully with school and district regulations.	Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Specialist is active in serving students, working to ensure that all students' Individualized Education Plans are implemented with integrity and fidelity. Specialist is highly proactive in serving students, teachers and instructional assistants seeking out resources when needed. Specialist makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Specialist complies fully with school and district regulations, taking a leadership role with

				colleagues around this.
4e. <i>Contributing to School and District Goals</i>	Specialist declines to participate or contribute toward school/district goals and initiatives.	Specialist intermittently participates and contributes toward school and district goals and initiatives.	Specialist consistently participates and contributes toward school/district goals and initiatives.	Specialist consistently provides leadership, ideas and expertise that further school/district goals and initiatives.

Domain 5: Screening and Assessment

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
5a: <i>Shares professional knowledge of the characteristics, which are commonly demonstrated by children with Autism Spectrum Disorder, and contributes to the team by making appropriate recommendations for necessary screening and/or evaluation.</i>	Specialist demonstrates limited understanding of common characteristics demonstrated by students with Autism Spectrum Disorder, and does not contribute to the team by helping the school psychologist in recommending appropriate screening and/or assessments for evaluation.	Specialist demonstrates basic understanding of common characteristics demonstrated by students with Autism Spectrum Disorder, and contributes to the team by helping the school psychologist in recommending appropriate screening and/or assessments for evaluation.	Specialist demonstrates solid understanding of common characteristics demonstrated by students with Autism Spectrum Disorder, and helps to guide the team by helping the school psychologist in recommending appropriate screening and/or assessments for evaluation.	Specialist demonstrates superior understanding of common characteristics demonstrated by students with Autism Spectrum Disorder, and assumes a leadership role in training others about the characteristics. Specialist guides the team by helping the school psychologist in recommending appropriate screening and/or assessments for evaluation.
5b: <i>Demonstrates assessment knowledge by selecting and conducting current and evidence-based assessments as well as additional assessments required to determine eligibility.</i>	Specialist has limited understanding of current evidence-based assessments. Specialist does not meet deadlines around conducting assessments.	Specialist has basic understanding of current evidence-based assessments and can explain some details of assessments to the team. Specialist may need additional training to conduct evidence-based assessments.	Specialist has a solid understanding of current and evidence-based assessments, and can explain these assessments in detail to the team. Specialist can conduct assessments needs for student evaluations.	Specialist has an advanced understanding of current and evidence-based assessments, and can explain these assessments in detail to the team. Specialist conducts assessments in a timely manner and is skilled in conducting a variety of assessments.

Domain 5: Screening and Assessment

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
5c: <i>Analyzes and presents information gained through assessment which adheres to District and State guidelines to help the school team determine student eligibility.</i>	Specialist does not provide a clear explanation of the results of the evaluation and does not assist the team in determining eligibility.	Specialist provides a limited explanation of the results of the evaluation. The Specialist is able to assist the team in determining eligibility.	Specialist provides a detailed explanation of the results of the evaluation. The specialist is able to effectively communicate results in a meaningful way to the IEP team. They aid the team in determining eligibility, but may struggle with more complex cases where eligibility may not be as clear.	Specialist takes an active leadership role in clearly explaining the results of the evaluation. The Specialist is a leader in guiding the team through the eligibility form.
5d: <i>In IEP meetings, provides information to the team regarding how a student's characteristics might impact his/her performance in school</i>	Specialist provides limited information on how student's characteristics may impact his/her school performance. The Specialist does not provide the team with strategies/accommodations to be used to help increase the student's performance in school.	Specialist provides adequate information on how student's characteristics may impact his/her school performance. The Specialist provides some strategies/accommodations that will increase the student's performance in school.	Specialist provides significant information and insight on how student's characteristics may impact his/her school performance. The Specialist provides a variety of evidence-based strategies/accommodations that will increase the student's performance in school.	Specialist provides significant information and insight on how student's characteristics may impact his/her school performance. The Specialist provides a variety of evidence-based strategies/accommodations that will increase the student's performance in school. A variety of evidence-based strategies is also shared with parents/families for use in home/community settings.