CST (School Psychologist, Social Worker, LDTC) Rubric

DOMAIN 1: PLANNING AND PREPARATION
Component 1a: Demonstrating knowledge and skill in using various instruments to evaluate students

Examples of Possible Evidence

- *Social assessments*
- *Educational assessments*
- *Functional assessments*
- *Behavior plans*
- *Classroom observation*
- *Psychological/Social intake*
- *Walk through data*
- *Behavioral observation tools*
- *Academic observation tools*

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Demonstrating knowledge and skill in using various instruments to evaluate students	CST member provides assessments for the classroom teacher to utilize within the educational environment to monitor student and program success. CST member uses a wide range of instruments to evaluate students and knows the proper situations in which each should be used. CST member utilizes classroom observations to assist in evaluation. Reports are thorough and easily interpreted.	CST member uses relevant and applicable instruments to evaluate students and determine accurate diagnosis.	CST member uses a limited number of subsections to evaluate students; only utilizes the bare minimum to inform the development of the IEP.	CST member fails to utilize appropriate tools or instruments when evaluating students.

CST (School Psychologist, Social Worker, LDTC) Rubric

DOMAIN 1: PLANNING AND PREPARATION
Component 1b: Establishing goals for the intervention/therapy program appropriate to the setting and the students served.

Examples of Possible Evidence

- *IEP (Goals and Assessments specifically)*
- *Action Notes*
- *CST member follows up with a post data 1, 3 and 5 years after to gauge successfulness of program.*
- *CST member makes recommendations to administration and colleagues on improving programs within his/her school.*
- *CST creates a rubric and evaluation model for the various programs within the school and assesses the programs for effectiveness*

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Establishing goals for the intervention/therapy program appropriate to the setting and the students served.	CST takes an active role in evaluating programs within the school to accesses the programs for effectiveness. CST member's goals for the student and program are highly appropriate and aligned to the student's disability, have specific assessments to monitor growth, and have been developed following consultations with students, parents and colleagues.	Goals for the student and program are clear and appropriate. Assessments are appropriately aligned to monitor growth	Goals for the student and/or program are rudimentary and are partially suitable to the situation and disability.	CST member fails to generate/ensure goals that are in the student's IEP are specific to the student's disability.

CST (School Psychologist, Social Worker, LDTC) Rubric

DOMAIN 1: PLANNING AND PREPARATION
Component 1c: Demonstrating knowledge of state and federal regulations. CST member demonstrates knowledge of resources available through the state to assist families.

Examples of Possible Evidence

- *IEP documents*
- *Review of timelines*
- *Attendance records of meetings*
- *Compliance reports*
- *Student pupil personnel files (PPS) files*
- *CST member’s plan is highly coherent and preventive and serves to support students individually, within the broader educational program.*
- *Agency agreements*
- *Agency attendance at meetings (PD, IEP, attendance, crisis)*

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Demonstrating knowledge of state and federal regulations. CST member demonstrates knowledge of resources available through the state to assist families.	CST member utilizes the organization to form a comprehensive agreement and plan for utilization of services within our district.	CST knowledge of governmental regulations and of resources for the students is extensive, including those available the school and district and in the community.	CST member displays awareness of governmental regulations and is compliance of the aforementioned state and federal laws.	CST member fails to demonstrate knowledge of state and federal regulations. CST member displays awareness of governmental regulations however is not always in compliance.

CST (School Psychologist, Social Worker, LDTC) Rubric

DOMAIN 1: PLANNING AND PREPARATION
Component 1d: Planning social, emotional or academic groups, integrated with the regular school program, or meet the needs of individual students including prevention.

Examples of Possible Evidence
- *Data that suggests group is warranted*
- *School Profile*
- *Curriculum followed (if present)*
- *SMART goals and Action Plan*
- *Rubric to rate group’s effectiveness*
- *Artifacts from counseling group*
- *Data that suggests group is warranted*

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Planning social, emotional or academic groups, integrated with the regular school program, or meet the needs of individual students including prevention.	CST member's plan is highly coherent and preventive and serves to support students individually, within the broader educational program. CST presents their idea, data and findings to colleagues during professional development opportunities.	CST member has developed a plan that includes the important aspects of SMART goals and action plans. Groups are data driven based off a school profile.	CST member's plan has a guiding principle and includes a number of worthwhile activities, but some of them do not fit with the broader goals.	CST member fails to implement groups that data suggests are needed to treat the academic, social, or emotional gaps present.

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CST (School Psychologist, Social Worker, LDTC) Rubric

DOMAIN 2: THE CLASSROOM ENVIRONMENT
Component 2a: Establishing Rapport with Students

Examples of Possible Evidence

- *Meeting notes/Action notes from meetings to address concerns*
- *Attendance sheets from meetings*
- *Notes section in genesis*
- *IEP*
- *Observations in classroom or other relevant environment*
- *Administrator observation(s)*
- *Attendance at events outside of the normal school day*

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Establishing Rapport with Students	Students seek out the CST members, reflecting a high degree of comfort and trust in the relationship. CST member seeks unique opportunities to further develop a rapport with the student and/or family.	CST member's interactions with students are positive and respectful; students appear comfortable coming to them for support.	CST member's interactions are a mix of positive and negative; the CST member's efforts at developing rapport are partially successful.	CST member fails to demonstrate a rapport with their caseload. CST member is not aware of their caseload's social, emotional, and academic progress.

CST (School Psychologist, Social Worker, LDTC) Rubric

DOMAIN 2: THE CLASSROOM ENVIRONMENT
Component 2b: Establishing and maintaining clear procedures for referrals.

Examples of Possible Evidence

- *State and Federal Laws*
- *District procedures*
- *Administrative observation(s)*
- *Student records*
- *Reviewing timelines of referrals made to CST*
- *Early intervention records (preschool)*
- *RTI team records*
- *Transfer in Records*

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Establishing and maintaining clear procedures for referrals.	CST member adheres to, assists with, or communicates the established procedures for referrals. Referrals are done prior to guidelines set forth by State and Federal Law/Code. CST member takes a leadership role in the District's RTI teams.	CST member adheres to, assists with, or communicates the established procedures for referrals. Referrals are done prior to guidelines set forth by State and Federal Law/Code.	CST member adheres to, assists with, or communicates the established procedures for referrals, but the details are not always clear.	CST member fails to follow and/or communicate referral process.

CST (School Psychologist, Social Worker, LDTC) Rubric

DOMAIN 3: DELIVERY OF SERVICE
Component 3a: Responding to referrals; consulting with teachers and administrators.

Examples of Possible Evidence

- *CST documents for colleagues summarizing progress and program suggestions*
- *Case Manager ensures action notes are completed and current*
- *Action notes*
- *Administrator’s observation(s)*
- *IEP*
- *Attendance at various meetings*
- *Assessment’s used*
- *PPS student files/records*
- *Transfer in Records*

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Responding to referrals; consulting with teachers and administrators.	CST member initiates a system in which administration and teachers are updated daily on the progress of students that have been referred. Case Manager is proactive in responding to referrals and makes highly competent assessments of student needs. Case Manager's efficacy is evident when handling referrals (proficient in selecting and utilizing a variety of formal and informal assessments tools addressing suspected areas of weakness). CST member consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.	CST member consults frequently with colleagues, tailoring evaluations to the questions raised in the referral. Case Manager responds to referrals and makes thorough assessments of student needs, within the timelines dictated in federal and state code. Procedures for referrals are followed consistently and on time and in collaboration with other professionals.	CST member consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions to the questions raised in the referral. Case Manager responds to referrals and makes adequate assessments of student's needs. The Case Manager includes all team members.	CST member fails to demonstrate an ability to collaborate with colleagues and relevant person(s) and has been out of compliance according to federal and state code.

CST (School Psychologist, Social Worker, LDTC) Rubric

DOMAIN 3: DELIVERY OF SERVICE
Component 3b: Chairing evaluation team

Examples of Possible Evidence

- *Administrator’s observation(s)*
- *IEP*
- *Assessments/Reports*
- *Action notes*
- *Attendance records*
- *IEP Sign off sheets*
- *Record of outreach attempts to teachers*
- *Substitute scheduling records*

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Chairing evaluation team	CST member exhausts all avenues to involve the parent in the IEP process including, but not limited to home visits. CST member provides leadership support to other CST members in different buildings throughout the district. CST member assumes leadership of the evaluation team and takes initiative in assembling materials for meetings. IEPs are prepared in an exemplary manner.	CST member assumes leadership of the evaluation team as a standard expectation; prepares detailed IEPs. CST member is vocal in IEP meetings, often advocating for what's appropriate for the child.	CST member assumes leadership of the evaluation team when directed to do so, preparing adequate IEPs.	CST member fails to demonstrate effective leadership and communication skills in the IEP meeting. Portions of the IEP are not in compliance or inaccurate. Federal or State Code/Law has been compromised.

CST (School Psychologist, Social Worker, LDTC) Rubric

DOMAIN 3: DELIVERY OF SERVICE
Component 3c: Planning interventions to maximize students' likelihood of success.

Examples of Possible Evidence

- IEP
- Action notes
- Behavior Plan (if applicable)
- Goals/Assessments in IEP
- Administrator observation(s)
- Modifications and Accommodations within IEP
- Related services are appropriate and specific for each student’s disability
- Professional development agenda and presentation
- Self-reflection forms completed by students
- Interest forms as completed by students

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Planning interventions to maximize students' likelihood of success.	CST member provides insight to colleagues in interventions utilized in professional development opportunities. CST member develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.	CST member's plans for students are suitable for them and are aligned with identified needs. Modifications and Accommodations listed are specific for each student's disability	CST member's plans for students are partially suitable for them or are sporadically aligned with identified needs.	CST member fails to demonstrate an ability to create appropriate recommendations for student's to overcome academic, emotional, and/or social roadblocks.

CST (School Psychologist, Social Worker, LDTC) Rubric

DOMAIN 3: DELIVERY OF SERVICE
Component 3d: Demonstrating flexibility and responsiveness

Examples of Possible Evidence:

- *Administrator Observation(s)*
- *IEP*
- *Academic, Discipline, Attendance data*
- *Scoring rubrics and survey data*
- *Observation data*
- *Artifacts of CST recommendations to administration, teachers, and/or colleagues*
- *Records of meetings with guidance regarding scheduling*

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Demonstrating flexibility and responsiveness	CST member is frequently involved in classroom observation and data collection to ensure the program is meeting the needs of the population it is in place to serve. CST member is continually seeking ways to improve the program and makes changes as needed in response to student, parent or teacher input. CST seeks unique opportunities to prepare the educational environment and program to meet the needs of the students.	CST member makes provisions or modifies the academic program based on his/her knowledge of caseload and student's individual progress.	CST member makes modest changes in the academic program when confronted with evidence of the need for change.	There is evidence that the CST member is not aware of his/her caseloads academic, emotional, and/or social progress and/or development.

CST (School Psychologist, Social Worker, LDTC) Rubric

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4a: Reflecting on Practice

Examples of Possible Evidence

- *Professional development attended/Plan*
- *Provides accurate and appropriate feedback to students individually*
- *Demonstrates knowledge and skills necessary for providing or facilitating treatment for children*
- *Documents the nature of services and evidence of progress*
- *Completes and provides in-services (i.e., completing professional development)*
- *Administrator observation(s)*
- *Administrative feedback*
- *Surveys*

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Reflecting on Practice	CST member draws on an extensive repertoire to suggest alternative research based strategies in order to improve the program. CST member's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students and as a result implements various research based strategies.	CST member's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. CST member makes some specific suggestions as to how the service/program be improved.	CST member'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.	CST member refuses to acknowledge new techniques, best practices, and/or fails to incorporate district vision into their program.

CST (School Psychologist, Social Worker, LDTC) Rubric

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4b: Communicating with families

Examples of Possible Evidence
- *Administrator observation(s)*
- *Action notes*
- *Communication log (s) (i.e., phone, email, meetings, home visits, copies of letters sent home)*
- *Records of professional development associated with cultural awareness*
- *Records of CST attempts to utilize translation services where appropriate*

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Communicating with families	CST member utilizes multiple methods of bringing the families into the school, providing an atmosphere of trust and respect, and always maintaining a high expectation on the value of parental involvement. CST member secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. CST member finds unique methods of reaching out to families of students to enhance trust.	CST member communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions. Parent/Guardian input is valued and often sought out.	CST member's communication with families is partially successful; CST member's communication with families is partially sensitive to cultural and linguistic traditions; families' permissions are obtained.	CST member fails to demonstrate an ability to effectively communicate with families during meetings and/or keeping families abreast of student progress.

CST (School Psychologist, Social Worker, LDTC) Rubric

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4c: Maintaining accurate records

Examples of Possible Evidence

- *PPS file*
- *CST member’s file*
- *Action Notes*
- *IEP*
- *Reports*
- *Administrator observation(s)*
- *Records of CST members assisting peers*

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Maintaining accurate records	CST member takes a leadership role in maintaining accurate master files/PPS records. CST member's records are accurate and legible, well organized and stored in a secure location. They are written in such a manner that they are easily understandable to another qualified professional.	CST member's records are accurate and legible, well organized and stored in a secure location.	CST member's records are accurate and legible and are stored in secure location; may lack organization.	CST member fails to comply with state and federal codes. CST member's records are disorganized, inaccurate, and/or unsecure.

CST (School Psychologist, Social Worker, LDTC) Rubric

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4d: Participating in a professional community

Examples of Possible Evidence:

- *Administrator observation(s)*
- *Professional development agenda and presentation*
- *Records of sharing continuing education information to peers*
- *Records of participation on school based committees*

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Participating in a professional community	CST member seeks out opportunities to present professional development at an outside agency and/or within the community. CST member makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.	CST member participated actively in school and district events and projects and maintains positive and productive relationships with colleagues.	CST member's relationships with colleagues are cordial, and CST member participates in school and district events when specifically requested.	CST member fails to demonstrate an active role or interest in the school community.

CST (School Psychologist, Social Worker, LDTC) Rubric

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4e: Engaging in professional development

Examples of Possible Evidence:

- *Administrator observation(s)*
- *Professional development attendance*
- *Turnkeys information to colleagues*
- *Submits proposals to present district level professional development*

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Engaging in professional development	CST member actively pursues presenting professional development opportunities beyond the district level.	CST member actively pursues professional development opportunities and makes a substantial contributions. CST member seeks out opportunities for professional development based on an individual assessment of need.	CST member's participation in professional development activities is limited to those that are required.	CST member fails to demonstrate an interest in professional development or growth.