RSU5
Durham – Freeport – Pownal
Growth & Evaluation

BCBA
Professional Practice Rubric
and Evaluation Summary

Effective Date: 7.1.25

I. PLANNING AND PREPARATION FOR LEARNING

	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
a **Knowledge**	Behavior Analyst demonstrates extensive knowledge of Applied Behavior Analysis (ABA) and educational tools and interventions, and school and community resources, and consistent compliance with regulatory procedures in the delivery of school behavioral services.	Behavior Analyst demonstrates thorough knowledge of Applied Behavior Analysis (ABA) and educational tools and interventions, and school and community resources, and compliance with regulatory procedures in the delivery of school behavioral services.	Behavior Analyst demonstrates limited knowledge of Applied Behavior Analysis (ABA) and educational tools and interventions, and school or community resources, and some compliance with regulatory procedures in the delivery of school behavioral services.	Behavior Analyst demonstrates little or no knowledge of Applied Behavior Analysis (ABA) and educational tools and interventions, and school or community resources, and little or no compliance with regulatory procedures in the delivery of school behavioral services.
b **Use of Behavioral Instruments**	Behavior Analyst demonstrates extensive knowledge and understanding of the influence of specific disabilities as well as individual learning characteristics and evidence---based strategies when determining assessments and developing behavioral interventions.	Behavior Analyst demonstrates strong knowledge and understanding of the influence of specific disabilities as well as individual learning characteristics and evidence---based strategies when determining assessments and developing behavioral interventions.	Behavior Analyst demonstrates inconsistent knowledge and understanding of the influence of specific disabilities as well as individual learning characteristics and evidence---based strategies when determining assessments and developing behavioral interventions.	Behavior Analyst demonstrates little or no knowledge or understanding of the influence of specific disabilities as well as individual learning characteristics and evidence---based strategies when determining assessments and developing behavioral interventions.
c **Goals setting**	Behavior Analyst has clearly defined goals and interventions for the implementation of individual Positive Behavior Support Plan(PBSPs) to promote learning, enhance the acquisition of replacement behaviors, and provide proactive interventions and responsive services to students, including family-school collaboration.	Behavior Analyst has defined goals and interventions for the implementation of individual Positive Behavior Support Plans (PBSPs) to promote learning, enhance the acquisition of replacement behaviors, and provide proactive interventions and responsive services to students, including family-school collaboration.	Behavior Analyst has limited goals and interventions for the implementation of individual Positive Behavior Support Plans (PBSPs) to promote learning, enhance the acquisition of replacement behaviors, and provide proactive interventions and responsive services to students, including family-school collaboration.	Behavior Analyst has few or no defined goals and interventions for the implementation of individual Positive Behavior Support Plans (PBSPs) to promote learning, enhance the acquisition of replacement behaviors, and provide proactive interventions and responsive services to students, including family–school collaboration.
d **Knowledge of Resources**	Behavior Analyst functions in a leadership role in providing knowledge of resources available in the school or community.	Behavior Analyst consistently displays knowledge of resources available in the school or community.	Behavior Analyst displays limited knowledge of resources available in the school or community.	Behavior Analyst demonstrates little or no knowledge of resources available in the school or community.
e **Effective use of data**	Behavior Analyst demonstrates extensive skills in collecting, analyzing, and interpreting data in order to develop effective practices at the individual and group levels.	Behavior Analyst accurately and consistently demonstrates skills in collecting, analyzing, and interpreting data in order to develop effective practices at the individual and group levels.	Behavior Analyst displays inconsistent skills in collecting, analyzing, and interpreting data in order to develop effective practices at the individual and group levels.	Behavior Analyst demonstrates no or little ability to collect, analyze, and interpret data in order to develop effective practices at the individual and group levels.

f **Plan for Progress monitoring**	Behavior Analyst has a sophisticated plan to evaluate the progress monitoring of the goals and objectives using many sources of evidence, including the review of data collection provided by staff, and has a clear path toward improving the program on an ongoing basis.	Behavior Analyst has an organized plan to evaluate the progress monitoring of the goals and objectives and evidence, including the review of data collection provided by staff to indicate the degree to which the goals and objectives have been met.	Behavior Analyst has a rudimentary plan to evaluate the progress monitoring of the goals and objectives and evidence related to behavioral and instructional support programs.	Behavior Analyst has no plan to effectively evaluate the progress monitoring of the goals and objectives and evidence, or resists suggestions that such an evaluation is important.

Overall rating: _____ Comments:

II. ENVIRONMENT

	4 **Highly Effective**	**3** **Effective**	**2** **Improvement Needed**	**1** **Does Not Meet Standards**
a **Creating an environment of respect and rapport**	Staff and students seek out the Behavior Analyst, reflecting a high degree of comfort and trust in the relationship and demonstrate the benefits derived from the behavioral, social, and learning supports provided through behavioral services.	Behavior Analyst's interactions with staff and students are positive and respectful and consistently support staff concerns and students' behavioral, social, and learning needs.	Behavior Analyst's interactions with staff and students are a mix of positive and negative and are inconsistent in supporting staff concerns and students' behavioral, social , and learning needs; the Behavior Analyst's efforts at developing rapport are partially successful.	Behavior Analyst's interactions with staff and students are negative or inappropriate and ineffective toward addressing staff concerns and students' behavioral, social, and learning needs; students appear uncomfortable during service delivery.
b **Establishing a culture for learning**	Behavior Analyst has established a culture of professional inquiry in which decisions regarding behavior are based on the analysis of evidence, determining the function of behavior, establishing positive behavioral supports, and providing ongoing analysis of the impact of interventions. Over time, teachers with whom the Behavior Analyst has consulted initiate projects to be undertaken with the support of the Behavior Analyst.	Behavior Analyst consults with staff in such a way as to reinforce inquiry into the function of behavior to determine effective, positive behavioral supports, and Behavior Analyst provides ongoing support for implementation.	Behavior Analyst's interactions with staff are characterized by some willingness to provide recommendations for behavioral interventions but a failure to provide support for the implementation of those interventions and support for the teacher's growth in working with students' behavioral issues.	Behavior Analyst's interactions with staff are characterized by a reactive and generally negative tone, with an absence of skill building in the behavioral interventions available to the teaching staff.
c **Managing classroom procedures**	Behavior Analyst provides a broad range of knowledge regarding management procedures as well as methodologies to analyze the effectiveness of those procedures to staff, including positive behavioral supports that are individualized to reflect unique classroom and/or behavioral needs.	Behavior Analyst provides consistent management procedures as well as methodologies to analyze the effectiveness of those procedures to staff, including positive behavioral supports that are individualized to reflect unique classroom and/or behavioral needs.	Behavior Analyst provides inconsistent classroom management procedures to staff. Behavior Analyst does not individualize his/her consultations to reflect an analysis of unique classroom and/or behavioral circumstances.	Behavior Analyst provides negative or inefficient classroom management procedures to staff. Behavior Analyst does not individualize his/her consultations to reflect an analysis of unique classroom and/or behavioral circumstances.

d **Managing student behavior**	Behavior Analyst provides a highly individualized approach to analysis of student behavior based on ABA principles, with consistent collection of data, remaining mindful of school, community, and home settings and skill levels of those implementing the plan, as well as the impact of each of those on the behavior plan	Behavior Analyst provides an individualized approach to analysis of student behavior based on ABA principles, with consistent collection of data, remaining mindful of school, community, and home settings and skill levels of those implementing the plan.	Behavior Analyst provides generic behavioral recommendations with inconsistent collection of data and without regard to settings and skill levels of teachers, parents, and staff.	Behavior Analyst provides generic behavioral recommendations without first engaging in data collection and analysis.
e **Organizing time effectively**	Behavior Analyst demonstrates excellent time- management skills in addressing priorities established for staff consultation and student observation through a clearly communicated and cohesive schedule, meeting all timelines for evaluating students and deadlines for completing paperwork, and preparing effectively and efficiently for student meetings on his/her caseload.	Behavior Analyst exercises consistent time-management skills in setting priorities for staff consultation and student observation, resulting in clear schedules, meeting timelines for evaluating students, meeting all deadlines for paperwork completion, and efficiently preparing for student meetings on his/her caseload.	Behavior Analyst's time-management skills are moderately developed. Behavior Analyst meets some deadlines for evaluations and meetings, seeing some staff for consultation and doing some student observation based on a set schedule, and completes most paperwork in an inconsistent manner.	Behavior Analyst exercises poor judgment in setting priorities, resulting in confusion, missed deadlines for evaluations and meetings, not providing consultation based on a set schedule, and not completing paperwork in a timely manner.

Overall rating: _____ Comments:

III. DELIVERY OF SERVICE

	4 **Highly Effective**	**3** **Effective**	**2** **Improvement Needed**	**1** **Does Not Meet Standards**
a **Collaboration consultation**	Behavior Analyst is highly skilled in collaborative consultation, making a substantial contribution during the problem-solving process by engaging participants, sharing skills and knowledge, and incorporating information beyond the typical resources when developing and adjusting behavioral plans.	Behavior Analyst consistently uses a collaborative consultation and problem-solving process when working with school staff, students, parents, administrators, and outside agencies,and incorporates information and concerns from others when developing and adjusting behavioral plans.	Behavior Analyst attempts to use a collaborative consultation and problem-solving process when working with school staff, students, parents, administrators, and outside agencies, and inconsistently incorporates information and concerns when developing and adjusting behavioral plans.	Behavior Analyst lacks the skills to use a collaborative consultation and problem-solving process when working with school staff, students, parents, administrators, and outside agencies, and fails to incorporate information and concerns when developing and adjusting behavioral plans.
b **Demonstrating leadership during team meetings**	Behavior Analyst assumes leadership of the school team, takes initiative in organizing materials and data for meetings, and mediates conflicts in a drive to reach consensus as a solution-oriented leader.	Behavior Analyst assumes leadership of the school team, takes initiative in organizing materials and data for meetings, and mediates conflicts as a solution-focused facilitator.	Behavior Analyst employs limited skills in the following areas: facilitation of meetings, mediation, organization of materials and data, and demonstration of a focus on solution-based outcomes.	Behavior Analyst lacks the skills necessary to assume leadership of the school team, resulting in minimal contribution to the organization, mediation, and facilitation of the process.

c **Using assessment data to develop and implement evidence-based academic and social/behavioral services, and interventions that are intended to improve student performance**	Behavior Analyst effectively utilizes data in the development of comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements that ensure the inclusion of student skill acquisition and/or self-management interventions.	Behavior Analyst displays strong skills in evaluating and analyzing assessment data and has the ability to develop creative interventions when assisting in the development of intervention plans for students.	Behavior Analyst displays limited skills in evaluating and analyzing assessment data and provides some interventions when assisting in the development of intervention plans.	Behavior Analyst fails to use assessment data or uses data incorrectly to develop and implement interventions for academic and social/behavioral services.
d **Collaborating with stakeholders to monitor data collection and data analysis in order to adjust academic and social/behavioral intervention plans and services**	Behavior Analyst works collaboratively with stakeholders to monitor and adjust comprehensive intervention plans for students, finding ways to creatively meet student needs and incorporate many related elements, including student self-management interventions.	Behavior Analyst works collaboratively with stakeholders to monitor data collection and data analysis and adjust intervention plans based on outcomes.	Behavior Analyst displays limited skills when working with stakeholders to monitor data collection and data analysis and adjust intervention plans based on outcomes.	Behavior Analyst fails to collaborate with stakeholders to monitor data collection and data analysis and adjust intervention plans.
e **Demonstrating flexibility and responsiveness**	Behavior Analyst continually demonstrates ways to improve the PBSP and make changes as needed in response to school circumstances and student, parent, or teacher/staff input.	Behavior Analyst consistently works collaboratively to monitor and improve the PBSP and make changes as needed in response to school circumstances and student, parent, or teacher/staff input.	Behavior Analyst displays limited skills in monitoring and improving the PBSP and in adjusting the plan as data and circumstances demand.	Behavior Analyst fails to monitor and improve the PBSP and does not adjust the plan as data and circumstances demand.

Overall rating: _____ Comments:

IV. PROFESSIONAL RESPONSIBILITIES

	4 **Highly Effective**	**3** **Effective**	**2** **Improvement Needed**	**1** **Does Not Meet Standards**
a **Reliability**	Carries out paperwork, duties, and assignments conscientiously and thoroughly; prioritizes tasks; keeps meticulous records and meets all deadlines.	Is punctual and reliable with paperwork, duties, and assignments; prioritizes tasks; and keeps accurate records.	Occasionally skips or is late with paperwork, duties, and/or assignments; sometimes makes errors in records.	Frequently skips or is late with paperwork, duties, and assignments; frequently makes errors in records.
b **Professionalism**	Always maintains appropriate boundaries and consistently demonstrates professional demeanor in speech, writing, actions and appearance.	Maintains appropriate boundaries and usually demonstrates professional demeanor in speech, writing, actions and appearance.	Inconsistently maintains appropriate boundaries and occasionally demonstrates professional demeanor in speech, writing,actions and appearance.	Rarely maintain appropriate boundaries; rarely demonstrates professional demeanor in speech, writing,actions and appearance

c **Judgment**	Is invariably ethical, honest and transparent, consistently uses good judgment, respects confidentiality, and effectively utilizes established channels of communication to address situations and holds others to the same standard.	Is ethical and transparent, uses good judgment, maintains confidentiality with student information and utilizes established channels of communication to address situations.	Occasionally acts in an ethically questionable manner, uses questionable judgment, discloses confidential student information and/or inconsistently uses established channels of communication to address situations.	Acts in an ethically questionable manner, uses poor judgment, discloses confidential student information, and/or fails to respect established channels of communication.
d **Contributions to the School Community**	Proactively anticipates, demonstrates and cultivates in others a sense of shared responsibility for meeting the day-to-day and long-term needs of the school community and supporting school and district initiatives.	Consistently demonstrates a sense of shared responsibility for meeting the day-to-day and long-term needs of the school community and supporting school and district initiatives.	At times will demonstrate a sense of shared responsibility for meeting the day-to-day and long- term needs of the school community and supporting school and district initiatives.	Does not demonstrate a sense of shared responsibility for meeting the day-to-day and long-term needs of the school community and supporting school and district initiatives.
e **Leadership**	Consistently contributes voice, expertise and practices to actively influence and improve student learning and growth, and fosters a culture of collective efficacy.	Regularly contributes voice, expertise and practices to actively influence and improve student learning and growth.	Occasionally contributes voice, expertise and practices to influence and improve student learning and growth.	Rarely or does not contribute voice, expertise and practices to influence and improve student learning and growth.
f **Openness**	Actively seeks out feedback and suggestions from a variety of stakeholders and consistently uses feedback to improve performance.	Is open to feedback and suggestions from a variety of stakeholders and acts upon feedback to improve performance	Is sometimes resistant to accepting feedback and/or changing classroom practice.	Is often resistant to accepting feedback and/or changing classroom practice.
g **Collaboration**	Actively seeks out collaboration with colleagues to plan, share ideas, and analyze data.	Collaborates with colleagues to plan, share ideas, and analyze data.	Occasionally collaborates with colleagues to share ideas.	Rarely collaborates with colleagues to share ideas.
h **Professional Development**	Actively seeks out opportunities for professional development and effectively applies new learning to practice.	Participates in professional development opportunities and applies new learning to practice.	Participates only in required professional development activities and/or inconsistently applies new learning to practice.	Does not participate in professional development activities and/or does not apply learning to improve practice.
i **Reflecting on Practice**	Consistently, accurately and objectively participates in the cycle of reflection, noting specific strengths and areas for growth. Identifies and follows through with next steps for professional growth to impact student outcomes.	Accurately and objectively reflects on practice, noting strengths and areas for growth. Identifies next steps for professional growth to impact student outcomes.	Reflects on some aspects of practice, noting strengths or areas for growth. Inconsistently make adjustments based on reflection.	Rarely reflects on practice or reflections are inaccurate.

Overall rating: _____ Comments:

Evaluation Summary Page

Behavior Analyst's Name: _____ School Year: _____

School: _____ Evaluator: _____

RATINGS ON INDIVIDUAL RUBRICS:

I. Planning and Preparation

Highly Effective Effective Improvement Needed Does Not Meet Standards

II. Environment

Highly Effective Effective Improvement Needed Does Not Meet Standards

III. Delivery of Service

Highly Effective Effective Improvement Needed Does Not Meet Standards

IV. Professional Responsibilities

Highly Effective Effective Improvement Needed Does Not Meet Standards

Professional Practice Overall Rating

Highly Effective (4) Effective (3) Improvement Necessary (2) Does Not Meet Standards (1)

Professional practice overall rating: _____

Student Growth:

Student Growth Discussion reflected in educator e-portfolio: Yes No

Goal Setting will include student growth component: Required Optional

Evaluator comments including goal progress:

Behavior Analyst comments:

Evaluator's Signature: _____ Date: _____

Behavior Analyst's Signature: _____ Date: _____

(The Behavior Analyst's signature indicates that they have seen and discussed the evaluation; it does not necessarily denote agreement with the report.)