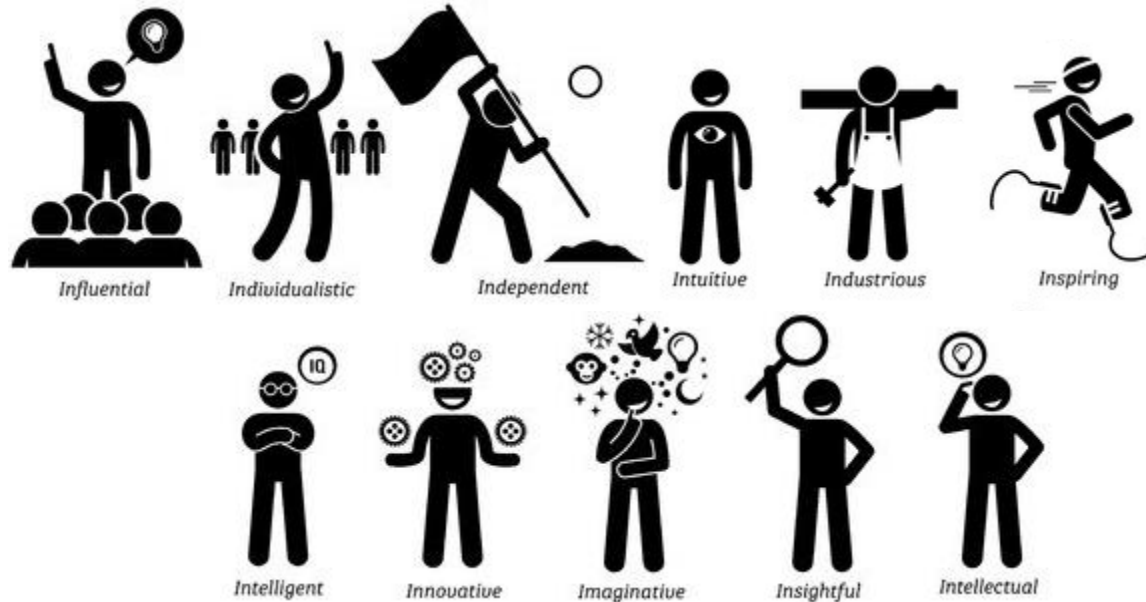


# Paterson Public Schools



## Behaviorist/ Teacher Intervention and Referral Specialist Practice Rubrics

## **Professional Educator Performance Standards**

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### **1. Planning and Preparation (x2)**

- ❖ Professional educators prepare for quality instruction using a comprehensive approach.

### **2. Data Informed Decision Making (x2)**

- ❖ Special Service Providers use multiple sources of data to inform their decision making.

### **3. Delivery of Service (x3)**

- ❖ Special Service Providers deliver quality services.

### **4. Interventions (x3)**

- ❖ Special Service Providers increase the probability of advancing individual student achievement.

### **5. Contributions to the Learning Environment (x2)**

- ❖ Special Service Providers make contributions to the learning environment, supporting a culture that is conducive to student well-being and learning.

### **6. Leadership (x2)**

- ❖ Special Service Providers have a responsibility for professional growth and positive leadership

### **7. Professional Responsibilities (x1)**

- ❖ Special Service Providers have a responsibility to the profession, district, parents, students, and the public.

# PERFORMANCE STANDARD #1: PLANNING AND PREPARATION

*Special Service Providers plan for quality service using a comprehensive approach.*

| Service and Support                                     |   | Level of Performance   |   |   |   |                  |
|---|---|--|---|---|---|------------------|
| <i>The Behavior Analyst should know and be able to:</i> |   | The Behavior Analyst performing at this level:   |   |   |   |                  |
|   |   | <i>Unsatisfactory</i>  | <i>Progressing</i>  | <i>Proficient</i>   | <i>Exemplary</i>  | <i>Evidence:</i> |
| 1a  | <b><i>Incorporate knowledge of Applied Behavior Analytic services.</i></b>  | Demonstrates little understanding of the principles of behavior.   | Demonstrates basic knowledge of the principles of behavior.   | Incorporates the principles in planning activities and services on a consistent basis.  | Incorporates the principles of behavior, which guide all aspects of program development, implementation and evaluation.   |                  |
| 1b  | <b><i>Demonstrate knowledge of child and adolescent development.</i></b>  | Displays little or no knowledge of child and adolescent development.   | Displays knowledge of child and adolescent development.   | Understands the typical and atypical developmental characteristics of the age group as it applies to learning and essential life skills acquisition. Applies this knowledge in routine counseling activities. | Understands child and adolescent development as it applies to learning <b>and</b> essential life skills acquisition. Uses this knowledge in designing individual student interventions, small group work and guidance activities. |                  |
| 1c  | <b><i>Establish goals for the behavior intervention plans to support student learning.</i></b>  | Has no clear goals for the behavior intervention program or they do not support student.   | Outlines goals for the behavior intervention program that are rudimentary and occasionally focus on student learning.                         | Establishes goals for the behavior intervention program that are clear with outcomes intended to positively impact student learning.  | Establishes goals for the behavior intervention clear well developed with evidence demonstrating a positive impact on student learning  |                  |
| 1d  | <b><i>Establish goals for instructional and behavioral support programs, clear and organized procedures for referrals, and meeting outcomes with staff within programs.</i></b> | Inconsistently communicates session goals or meeting outcomes and/or the purposes may be inappropriate for the student or situation. | Communicates in a timely manner the goals they want to accomplish by the end of the session or meeting, although it may be unclear to others. | Consistently communicates clear goals appropriate to the situation when working with or evaluating students. Outcomes for meetings are stated in advance.   | Effectively communicates staff members' understanding of the goals and purpose of each session or evaluation. Meeting outcomes are clarified in advance and participants know what is expected of them.                           |                  |

|                                      |  |  |  |  |   |                             |                          |
|--------------------------------------|--|--|--|--|---|-----------------------------|--------------------------|
| 1e                                   | <b>Plan behavioral interventions accommodations &amp; modifications to maximize likelihood of student success.</b> | Unaware of needs of students based on data. Makes no suggestions for interventions for students with individual needs. | Communicates individual needs of students to appropriate school personnel. Makes minimal suggestions for interventions based on data. Provides minimal monitoring and/or follow-up of interventions. | Demonstrates knowledge of child/adolescent cognitive development and applies this knowledge in developing effective interventions to promote learning. Incorporates assessment information to the development and monitoring of instructional strategies and interventions that meet the individual learning needs of students. Assists in developing and monitoring measurable interventions. | Applies knowledge of cognitive child/adolescent development and uses pertinent achievement data to help develop interventions linking the students' individual learning needs with the most appropriate intervention strategies. Behavior analyst stays current with available building and district intervention resources and programs. |                             |                          |
|                                      |  |  |  |  |   |                             |                          |
| <b>Standard #1<br/>Overall Score</b> | <input type="checkbox"/>   | <input type="checkbox"/>   | <input type="checkbox"/>   | <input type="checkbox"/>   | <input type="checkbox"/>  | <input type="checkbox"/>    | <input type="checkbox"/> |
|                                      | <b>Unsatisfactory</b>  | <b>Progressing I</b>   | <b>Progressing II</b>  | <b>Proficient I</b>  | <b>Proficient II</b>  | <b>Proficient III</b>       | <b>Exemplary</b>         |
|                                      | <b>1 - Ineffective</b>   | <b>2 - Partially Effective</b>   |  | <b>3 - Effective</b>   |   | <b>4 - Highly Effective</b> |                          |

**Comments:**

# PERFORMANCE STANDARD #2: DATA INFORMED DECISION MAKING

*Special Service Providers use multiple sources of data to inform their decision making.*

| Service and Support                                     |  | Level of Performance   |   |  |   |                  |
|---|--|--|---|--|---|------------------|
| <i>The Behavior Analyst should know and be able to:</i> |  | The Behavior Analyst performing at this level:   |   |  |   |                  |
|   |  | <i>Unsatisfactory</i>  | <i>Progressing</i>  | <i>Proficient</i>  | <i>Exemplary</i>  | <i>Evidence:</i> |
| 2a  | <b>Use a variety of instruments to gather information on student's strengths, needs and preferences.</b> | Lacks the skills to determine specific procedures to be used to determine strengths, needs and preferences of students. Uses instruments that are outdated or with poor reliability or validity. Fails to score or interpret results accurately. | Developing the skills to determine the appropriate assessment procedures to be used with working to understand the unique needs of students. Has a basic understanding and can use a variety of interest inventories, surveys and rating scales. Improving in ability to administer and interpret results accurately. | Effectively uses the information gathered from a variety of instruments on student strengths, needs and preferences; such as, career, personality, interest and/or learning style inventories, rating scales, interviews, observations, survey of reinforcement and threat assessment. | Advocates for the importance of multi-dimensional assessment of students. Works collaboratively as part of an interdisciplinary team examining results from a variety of instruments on student strengths, needs and preferences. Utilizes and can train others on administration and interpretation of preference assessments, FAST, MAS, parent/teacher surveys, VB-MAPP, observations, interventions, , interest and/or learning styles inventories. Has specialized expertise in using behavior rating scales, interview strategies, observation protocols, surveys of reinforcement and implementation of threat assessment. |                  |
| 2b  | <b>Analyze and use results from multiple sources or assessments in decision making.</b>                  | Shows minimal effort to collect data and integrate assessment results to influence planning and interventions available in the school and for students.  | Attempts to collect data and integrate assessment results to influence planning and interventions available in the school and for students.   | Often collects data and integrates assessment results to influence planning and interventions available in the school and for students.  | Continually collects data and integrates assessment results to influence planning and interventions available in the school and for students.   |                  |

|                                  |   |  |  |  |  |  |   |  |
|----------------------------------|---|--|--|--|--|--|---|--|
| 2c                               | <b><i>Provide appropriate feedback.</i></b>   | Poorly communicates assessment results (records of student data) to a variety of audiences (parents, students, staff and community) in a useful, sensitive and culturally appropriate way.     | Inconsistently communicates assessment results (records of student data) to a variety of audiences (parents, students, staff and community) in a useful, sensitive and culturally appropriate way.   | Adequately communicates assessment results (records of student data) to a variety of audiences (parents, students, staff and community) in a useful, sensitive and culturally appropriate way.                       | Effectively communicates assessment results (records of student data) to a variety of audiences (parents, students, staff and community) in a useful, sensitive and culturally appropriate way.  |  |   |  |
| 2d                               | <b><i>Utilize technology to gather data and enhance the learning environment.</i></b> | Use of available technology is not evident. Unaware of how to access or use electronic data management systems to store and retrieve student information and student plan or generate reports. | Demonstrates some technology skills that support service delivery. Has a working knowledge of how to access student information, achievement results, student plans and is able to generate reports. | Uses computer programs that assist with effectiveness of service delivery. Uses district electronic data management tools to access student information, student plans, achievement results and to generate reports. | Assumes an active leadership role by instructing others on the use of computer programs that promote effectiveness and efficiency in service delivery. Uses district electronic data management tools proficiently to create reports and analyze progress-monitoring data. |  |   |  |
| <b>Standard #2 Overall Score</b> |   | <div><input type="checkbox"/></div> <b>Unsatisfactory</b>  | <div><input type="checkbox"/></div> <b>Progressing I</b>   | <div><input type="checkbox"/></div> <b>Progressing II</b>  | <div><input type="checkbox"/></div> <b>Proficient I</b>  | <div><input type="checkbox"/></div> <b>Proficient II</b> | <div><input type="checkbox"/></div> <b>Proficient III</b> | <div><input type="checkbox"/></div> <b>Exemplary</b> |
|                                  |   | <b>1 - Ineffective</b>   | <b>2 - Partially Effective</b>   |  | <b>3 - Effective</b>   |  | <b>4 - Highly Effective</b>                               |  |

**Comments:**

# PERFORMANCE STANDARD #3: Delivery of Service

*Special Service Providers deliver quality services.*

| Service and Support                                     |  | Level of Performance  |   |  |  |                  |
|---|--|---|---|--|--|------------------|
| <i>The Behavior Analyst should know and be able to:</i> |  | The Behavior Analyst performing at this level:  |   |  |  |                  |
|   |  | <i>Unsatisfactory</i>   | <i>Progressing</i>  | <i>Proficient</i>  | <i>Exemplary</i>   | <i>Evidence:</i> |
| 3a  | <b>Use a variety of materials, methods and strategies to remove behavioral barriers to learning.</b> | Rarely assists students, instructional staff, and their parents in the individual student planning of behavior goals that are reviewed and updated on a continuing basis. | Adequately assists students, instructional staff, and their parents in the individual student planning of behavior goals that are reviewed and updated on a continuing basis. | Effectively assists students, instructional staff, and their parents in the individual student planning of behavior goals that are reviewed and updated on a continuing basis. | Proactively assists students, instructional staff, and their parents in the individual student planning of behavior goals that are reviewed and updated on a continuing basis.         |                  |
| 3b  | <b>Demonstrates an understanding of individual, group, and classroom interventions.</b>              | Has ineffective knowledge of techniques to address to help students and teachers acquire skills in decision-making, problem solving and goal setting.                     | Displays a limited repertoire of techniques to address behaviors and to help students and teachers acquire skills in decision-making, problem solving and goal.               | Effectively applies techniques to address behaviors and to help students and teachers making, problem solving and goal setting for increased behavioral success.               | Highly skilled with depth and range of effective techniques to address behavior and to help students and teachers acquire skills in decision making, problem solving and goal setting. |                  |

|           |   |   |  |  |   |  |
|-----------|---|---|--|--|---|--|
| <b>3c</b> | <b><i>Using assessment data to develop and implement evidence based academic and social/ behavior services and interventions that are intended to remove barriers to learning and that are intended to improve student performance.</i></b> | Develops behavior plans that have no clearly defined structure, or structure is chaotic. Does not follow an organized progression, and time allocations are unrealistic. Behavior plans are not thought-out and planning is inadequate. Behavior plans are unfocused and/or plans consistently limit behavior - student engagement. | Develop behavior plans that have a recognizable structure, although the structure is not uniformly maintained throughout. Progression of behavior plan is minimally detailed. There is not a general plan Minimal effort has been given to focus behavior plans to student need. | Designs and delivers behavior plans that have a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocation. Behavior plans are designed with focus and in fair detail. Behavior plans are designed to maximize productive time and engage student thinking. | Designs and delivers behavior plans that have a clearly defined structure that allows for different pathways according to diverse student needs. The progression of the behavior plan/ activities is highly coherent. Behavior plan is fully planned with explicit attention to detail. Behavior plans are designed to maximize productive time and critical thinking skills. |  |
| <b>3d</b> | <b><i>Ensure trainings are focused and productive while promoting active participation.</i></b>   | Does not assume responsibility for ensuring that trainings are both focused and productive.   | Is working on improving facilitation skills to ensure that trainings are both focused and productive.  | Frequently monitors the success of the trainings against the intended outcomes. Able to facilitate sessions or meetings that are generally focused, productive and encouraging of active participation.  | Consistently seeks input from participants when monitoring the success of the trainings against the intended outcomes. Facilitation skills promote active participation during focused and productive sessions or meetings.   |  |
| <b>3e</b> | <b><i>Access building district and community resources.</i></b>   | Displays little or no knowledge of building, district and community resources or resources are mismatched with the findings of the identified needs.  | Has knowledge of and accesses building and district resources for students.  | Has knowledge of building, district and community resources. Connects student/family with resources in a timely manner and does appropriate follow-up.   | Has knowledge of existing building, district and community resources and develops additional resources, which are used in prevention efforts with students and their families. Relentless in seeking ways to make resources available to students through the school, district and in the community.  |  |



|                                      |   |   |  |  |  |   |  |
|--------------------------------------|---|---|--|--|--|---|--|
| <b>3f</b>                            | <b><i>Implement and evaluate a yearly Behavior intervention plan for students who need behavior support services.</i></b> | Does not implement and/or distribute a yearly calendar of behavior analytic services. Services/activities are not based on need or are evaluated for effectiveness. | Occasionally implements and distributes a yearly calendar of behavior analytic services. Makes modest changes in the behavior intervention plan. | Consistently implements and distributes a yearly calendar of behavior analytic services. Makes appropriate revisions in the behavior intervention plan in response to program evaluation data. | Effectively and consistently implements and distributes a yearly calendar of behavior analytic services. Continually seeks ways to improve the behavior intervention plan and makes targeted changes as needed in response to program evaluation data. |   |  |
| <b>Standard #3<br/>Overall Score</b> | <input type="checkbox"/><br><b>Unsatisfactory</b>   | <input type="checkbox"/><br><b>Progressing I</b>  | <input type="checkbox"/><br><b>Progressing II</b>  | <input type="checkbox"/><br><b>Proficient I</b>  | <input type="checkbox"/><br><b>Proficient II</b>   | <input type="checkbox"/><br><b>Proficient III</b> | <input type="checkbox"/><br><b>Exemplary</b> |
|                                      | <b>1 - Ineffective</b>  | <b>2 - Partially Effective</b>  |  | <b>3 - Effective</b>   |  | <b>4 - Highly Effective</b>                       |  |

**Comments:**

# PERFORMANCE STANDARD #4 Interventions

***Special Service Providers increase the probability of advancing individual student achievement.***

| Service and Support  |   | Level of Performance  |  |  |  |                  |
|--|---|---|--|--|--|------------------|
| <b><i>The Behavior Analyst should know and be able to:</i></b> |   | <b>The Behavior Analyst performing at this level:</b>   |  |  |  |                  |
|  |   | <i>Unsatisfactory</i>   | <i>Progressing</i>   | <i>Proficient</i>  | <i>Exemplary</i>   | <i>Evidence:</i> |
| <b>4a</b>  | <b><i>Directly implement, train others to implement, or monitor behavior interventions.</i></b>   | Does not monitor behavior interventions for students with individual needs.   | Provides minimal monitoring and/or follow-up of behavior interventions.  | Actively monitors Behavior Interventions that meet the individual needs of students. Assists in the design and delivery of access skills that support learning.  | Ensures that progress-monitoring systems are in place to determine intervention effectiveness and promptly takes action to adjust programs or interventions when progress-monitoring data suggests the need to do so.  |                  |
| <b>4b</b>  | <b><i>Recommend, implement or monitor appropriate interventions for students who have been identified to need behavioral analytic services.</i></b> | Unaware of social, emotional and/or behavioral needs of students based on assessment data. Makes no suggestions for social, emotional and/or behavioral interventions for students with individual needs (e.g. behavior support plans, planning and/or organizational skills, self-monitoring). | Communicates individual social, emotional and/or behavioral needs of students to appropriate school personnel. Makes minimal suggestions for social, emotional and/or behavioral interventions based on data. Provides minimal monitoring and/or follow-up of social, emotional, behavioral interventions based on data. | Assists in planning, implementing and monitoring effective behavior management programs based on data. Develops research based social, emotional and/or behavioral interventions that are adapted to individual needs. Uses assessment data to evaluate and monitor interventions to determine effectiveness, need for modification, or need for redevelopment. Assists in the design and delivery of access skills that support learning such as self-regulation, self-monitoring, time management, planning and/or organizational skills and making appropriate choices. | Works collaboratively with other professionals to develop and implement behavior change programs (individual group, and classroom) that demonstrate the use of alternative approaches to student discipline, comprehensive and behavioral approaches to classroom management, and awareness of classroom climate. Assists parents and other caregivers in the development, implementation and evaluation of behavior change programs in the home in order to facilitate the learning and behavioral growth of the student. |                  |

|                              |  |  |  |   |  |  |                                       |
|------------------------------|--|--|--|---|--|--|---------------------------------------|
| 4c                           | <i>Use appropriate tools for identifying early warning signs of children at risk and implement pre-referral interventions for learning and social/emotional behavioral problems.</i> | Lacks knowledge of effective tools and interventions for children at-risk for learning or behavioral problems.                     | Develops knowledge of effective tools and interventions for children at-risk for learning or behavioral problems.              | Demonstrates knowledge of early warning signs of children at-risk for learning or social, emotional and/or behavioral problems. Finds ways to implement prevention and early intervention strategies in the pre-referral process. | Has expertise in using appropriate tools to assess the early warning signs of children at-risk of academic or social failure. Takes a leadership role in providing professional development for others on warning signs of children at risk for learning or behavioral problems. Collaborates with other professionals to design systems for implementing pre-referral and early interventions and accommodations. |  |                                       |
|                              |  |  |  |   |  |  |                                       |
| 4d                           | <i>Participates as a member of the special education, intervention, or crisis team when applicable.</i>  | Unavailable to participate in collaborative meetings and does not provide guidance regarding Special Education law and procedures. | Attends special education and/ or I&RS pre-referral meetings, but is not an active participant. Defers to others for guidance. | Participates actively as a member of the special education and/ or I&RS/pre-referral team. When appropriate, provides guidance to the team, and volunteers services.  | Provides leadership and guidance while actively serving as a collaborative member of the special education and/ or I&RS/pre-referral team. Makes purposeful and productive contributions to the team. Utilizes data during meetings to guide decisions while adhering to I&RS and BCBA guidelines.   |  |                                       |
|                              |  |  |  |   |  |  |                                       |
| Standard #4<br>Overall Score | <input type="checkbox"/><br>Unsatisfactory   | <input type="checkbox"/><br>Progressing I  | <input type="checkbox"/><br>Progressing II   | <input type="checkbox"/><br>Proficient I  | <input type="checkbox"/><br>Proficient II  | <input type="checkbox"/><br>Proficient III | <input type="checkbox"/><br>Exemplary |
|                              | 1 - Ineffective  | 2 - Partially Effective  |  | 3 - Effective   |  | 4 - Highly Effective                       |                                       |

**Comments:**

# PERFORMANCE STANDARD #5: Contributions to the Learning Environment

*Special Service Providers make contributions to the learning environment, supporting a culture that is conducive to student well-being and learning.*

| Service and Support<br><br><i>The Behavior Analyst should know and be able to:</i> |  | Level of Performance<br><br>The Behavior Analyst performing at this level:  |  |  |  |                  |
|--|--|---|--|--|--|------------------|
|  |  | <i>Unsatisfactory</i>   | <i>Progressing</i>   | <i>Proficient</i>  | <i>Exemplary</i>   | <i>Evidence:</i> |
| <b>5a</b>  | <b>Assists in creating a safe and accessible Learning environment.</b> | Has demonstrated little to no assistance to staff members in creating a safe environment that is accessible to students and/or teachers..   | Assists staff members in creating an environment that is relatively safe, but has a "neutral" feel to it. Limited attention has been given to use of space to increase learning effectiveness.             | Assists staff members in creating a generally safe, comfortable environment that engages students and/or teachers. The office arrangement is an asset in the learning process.   | Assists staff members in creating a safe, inviting environment that highly engages students and/or teachers. Uses physical resources optimally to enhance the learning process and accessibility to behavior analytic services.  |                  |
| <b>5b</b>  | <b>Model positive and respectful rapport.</b>                          | Demonstrates little to no appreciation of the students and/or teachers as individuals and, at times, embarrasses and/or devalues students and/or teachers through words or actions. Clear lack of rapport exists between the behavior analyst and students and/or teachers. | Shows an awareness of student and/or teacher individuality and the need to dignify the students' behaviors and responses, but lacks skill in strongly supporting and honoring them. Rapport is impersonal. | Recognizes student and/or teacher individuality and the dignity of each student and/or teacher are consistently maintained. The behavior analyst interact positively with students and/or teachers and respectful rapport is demonstrated. | Encourages student and/or teacher individuality and the dignity of each student is consistently maintained and honored. Behavior analyst interactions consistently demonstrate positive and respectful rapport. Is someone who students and/or teachers seek out; reflecting a high degree of comfort and trust in the relationship. |                  |

|                              |   |  |  |   |   |                          |                          |
|------------------------------|---|--|--|---|---|--------------------------|--------------------------|
| 5c                           | Respects diversity amongst students, colleagues, and parents. | Demonstrates a lack or respect for diversity among others. Demonstrates lack of sensitivity to the individual needs of others. Allows student interactions characterized by conflict, sarcasm or put-downs.    | Seldom models curiosity, fairness, honesty and respect for diverse opinions and populations. Efforts to address the needs of a diverse school community with students are only minimally effective.  | Demonstrates tolerance of others' values and viewpoints Shows concern, respect and sensitivity for the needs of all students and their families, including those from diverse cultural and linguistic backgrounds. Implements a plan to teach students respect for diversity. | Demonstrations of genuine caring and respect for diversity both as individuals and as students, are expected, taught and intentionally reinforced by the behavior specialist. Takes the lead on providing professional development on diverse student needs. Initiates programs for diverse students.                         |                          |                          |
| 5d                           | Promote student collaboration and leadership.                 | Generally uses a one-dimensional approach to engage students. Student collaboration is not promoted.   | Uses a few strategies to engage all students in collaborative activities that promote communication of students within the activity.   | Engages all students in collaborative activities that promote communication and group responsibility to the community.  | Facilitates the conditions under which students demonstrate strategies for collaboratively solving problems and initiating leadership for decision making in the school community.  |                          |                          |
| 5e                           | Comply with established school wide procedures.               | Ignores school procedures. Supervision of students outside the classroom setting is nonexistent or haphazard. Student safety is compromised by behavior analysts lack of compliance with emergency procedures. | Follows established school procedures. Supervision of students outside the classroom setting is inconsistent or lacks an appropriate level of attention. Behavior analyst follows established procedures in situations and does not intentionally compromise student safety. | Consistently follows established school procedures. Supervision of students outside the classroom setting is consistent and at an appropriate level of attention. Ensures student safety by following established procedures in emergency situations.                         | Demonstrates full knowledge and compliance with all school and emergency procedures. Supervision of students outside the classroom setting is consistently appropriate and students exhibit self-regulating behaviors. Students are attuned to the reasons for the procedures and assume responsibility in their enforcement. |                          |                          |
| Standard #5<br>Overall Score |   | <input type="checkbox"/>   | <input type="checkbox"/>   | <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> |
|                              |   | Unsatisfactory   | Progressing I  | Progressing II  | Proficient I  | Proficient II            | Proficient III           |
|                              |   | 1 - Ineffective  | 2 - Partially Effective  |   | 3 - Effective   |                          | 4 - Highly Effective     |

**Comments:**

# PERFORMANCE STANDARD #6: Leadership

*Special Service Providers have a responsibility for professional growth and positive leadership.*

| Professional Responsibilities |   | Level of Performance   |   |  |   |                  |
|-------------------------------|---|--|---|--|---|------------------|
|                               |   | The Behavior Analyst performing at this level:   |   |  |   |                  |
|                               |   | <i>Unsatisfactory</i>  | <i>Progressing</i>  | <i>Proficient</i>  | <i>Exemplary</i>  | <i>Evidence:</i> |
| 6a                            | <b>Understand their role and responsibility in implementing the District, Department and/or Building Action Plan.</b> | Allows others to fulfill the goals and priorities outlined in the District, Department and/or Building Action Plan. Writes individual, measurable goals as required. | Works collaboratively with leadership to fulfill the goals and priorities outlined in the District, Department and/or Building Action Plan. Develops individual, measurable goals that align with the department action plan.       | Fully participates in collaboratively fulfilling the goals and priorities outlined in the District, Department and/or Building Action Plan. Establishes individual, measurable goals that align with the department action plan and monitors own progress in reaching these goals. | Takes an active leadership role in collaboratively fulfilling the goals and priorities outlined in the District, Department and/or Building Action Plan. Establishes individual, measurable goals that align with the department action plan and monitors own progress in reaching these goals. |                  |
|                               | <b>Promote the concept of Professional Learning Communities through purposeful involvement.</b>                       | Works in isolation with little evidence of collaboration with colleagues to implement the concepts of PLC's.   | Demonstrates some skills in collaborating with others to gather relevant data, design and carry out intervention strategies. Requires additional skill development and practice for effectively implementing the concepts of PLC's. | Actively participates in a PLC to analyze relevant assessment data to remove barriers to instruction, implement and monitor effectiveness of intervention strategies and intentionally seeks to improve the effectiveness of the PLC team.   | Assumes a leadership role for the effective implementation of PLC teams within the department. Demonstrates a willingness to share best practice strategies with others through modeling or training. Engages in reflective practices that result in improvement of PLC effectiveness.          |                  |

|                              |                                     |   |   |   |  |                          |                          |           |
|------------------------------|-------------------------------------|---|---|---|--|--------------------------|--------------------------|-----------|
| 6c                           | Continue professional growth.       | Does not engage in professional development activities other than for licensure renewal. Makes no effort to share knowledge with others or to contribute productively to school outcomes. | Participates in professional development opportunities to gain new skills. Seeks to improve teaching practices. Supports others in leadership roles.  | Seeks new professional development opportunities to challenge self to grow professionally. Actively reflects on improving teaching practices and setting new goals. Finds ways to share best practice strategies with others, may even serve as mentor. Assumes a positive leadership role within the school. | Is a life-long learner. Reflects on and challenges self to continue to grow professionally. Shares best practice strategies, positively impacting the work of others through mentorship. Assumes a positive leadership role in seeking more effective ways to accomplish professional growth goals and improve the organization.                         |                          |                          |           |
|                              |                                     |   |   |   |  |                          |                          |           |
| 6d                           | Support collaborative partnerships. | Avoids or may have negative relationships with administrators and colleagues. Does not become involved in school, department and/or district events and projects.                         | Maintains cordial relationships with administrators and colleagues to fulfill duties that the school requires. Participates in school, department and/or district events or projects when specifically asked. | Provides mutual support and cooperation with administrators and colleagues. Actively participates in a culture of professional inquiry. Serves by volunteering to participate in school, department and/or district events and projects, making a substantial contribution.                                   | Works collaboratively with administrators, educators, support staff, professionals, parents and others to improve the effective functioning of the department or school. Makes a substantial contribution by volunteering to participate in collaborative partnerships that extend beyond the department to the district, community and/or universities. |                          |                          |           |
|                              |                                     |   |   |   |  |                          |                          |           |
| Standard #6<br>Overall Score |                                     | <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |           |
|                              |                                     | Unsatisfactory  | Progressing I   | Progressing II  | Proficient I   | Proficient II            | Proficient III           | Exemplary |
|                              |                                     | 1 - Ineffective   | 2 - Partially Effective   |   | 3 - Effective  |                          | 4 - Highly Effective     |           |

**Comments:**

# PERFORMANCE STANDARD #7: Professional Responsibilities

*Special Service Providers have a responsibility to the profession, district, parents, students, and the public.*

| Professional Responsibilities:                   |  | Level of Performance  |  |  |   |           |
|--|--|---|--|--|---|-----------|
|  |  | The Behavior Analyst performing at this level:  |  |  |   |           |
| The Behavior Analyst should know and be able to: |  | Unsatisfactory  | Progressing  | Proficient   | Exemplary   | Evidence: |
| 7a   | <b>Adhere to federal laws, state statutes and regulations pertaining to education, the Board of Education (BOE) Policies, the Agreement of Trust and Understanding (ATU), school rules, and the BACB Ethical Guidelines.</b> | Disregards or has no awareness of legal and professional responsibilities pertaining to education. Does not comply with school rules, Paterson Public Schools policies and procedures, and the BACB Ethical Guidelines. | Has a limited understanding and seeks to raise awareness of their legal and professional responsibilities pertaining to education. Complies minimally with school rules, Paterson Public Schools policies and procedures, and the BACB Ethical Guidelines. | Understands and abides by the legal and professional responsibilities pertaining to education. Complies fully with school rules, Paterson Public Schools policies and procedures, and the BACB Ethical Guidelines..  | Fully understands and abides by the legal and professional responsibilities pertaining to education. Consistently complies with school rules, Paterson Public Schools policies and procedures, and the BACB Ethical Guidelines. Actively contributes to solutions that promote effective implementation of policies and procedures. |           |
| 7b.  | <b>Demonstrate professionalism.</b>  | Exhibits disrespectful behavior when interacting with students, parents, staff and/or the community. Displays unethical or dishonest conduct. Loses composure or becomes defensive when faced with a difficult problem. | Displays respect for others when interacting with students, parents, staff and the community. Acts ethically and honestly. Attempts to maintain composure in the face of conflict or difficult issues.   | Models respect for others when interacting with students, parents, staff and the community. Acts ethically, honestly and with integrity at all times. Assumes responsibility for maintaining professional composure in the face of conflict or difficult situations. | Promotes a culture focused on exemplifying respect for others. Consistently acts ethically, honestly and with integrity. Is a calming presence when faced with conflict or challenges.  |           |



|            |   |   |   |  |  |  |
|------------|---|---|---|--|--|--|
| <b>7c</b>  | <b>Effectively communicate.</b>             | Inconsistently communicates to students, staff, families, colleagues, administrators and the community. Communication is not accurate, understandable nor is it sent in a timely fashion. | Communicates information in a timely manner with multiple audiences (students, families, colleagues, administrators, community and others) using oral, written and electronic methods of communication.   | Consistently communicates clear, understandable and accurate information in an efficient and timely manner with multiple audiences using a variety of communication methods.   | Effectively communicates and collaborates with students, families, colleagues, administrators and the community in a manner that supports the welfare and success of students and the organization.  |  |
| <b>7d.</b> | <b>Maintain confidentiality.</b>            | Disregards the legal and professional aspects of confidentiality practices.   | Seeks clarification and an understanding of confidentiality practices. A desire to develop a working knowledge of the law is demonstrated through the individual's initiative to do research, ask questions, and communicate with colleagues about best practice. | Maintains the legal and professional aspects of confidentiality practices. A working knowledge of the law is demonstrated through the decisions made regarding how, when, where, why, and with whom confidential information is shared and stored. | Consistently demonstrates respect for and prohibits others from sharing confidential information inappropriately. Demonstrates a working knowledge of the law through the decisions made regarding how, when, where, why, and with whom confidential information is shared and stored. |  |
| <b>7e.</b> | <b>Solve problems.</b>                      | Is minimally involved in identifying and seeking solutions to building, professional and/or academic issues. Solutions may even have an adverse impact.                                   | Makes limited contributions when identifying and seeking solutions to effectively address building, professional and/or academic issues.  | Actively participates to identify and seek solutions using conflict resolution and decision making strategies that effectively address building, professional or academic issues.  | Facilitates and models strategies for identifying and seeking solutions to building/district level professional and/or behavioral issues. Anticipates and diffuses conflicts using a variety of communication methods, as well as conflict resolution techniques.                      |  |
| <b>7f.</b> | <b>Perform assigned and related duties.</b> | Is absent from assignment and/ or is habitually late  | Performs assignment and other duties as assigned. Is usually present and on time.   | Assumes full responsibility for the successful implementation of assignment and other duties as assigned. Is present and on time.  | Consistently assumes full responsibility for and improves upon the effective and efficient implementation of assigned duties.  |  |

| Standard #7 Overall Score | <input type="checkbox"/><br>Unsatisfactory | <input type="checkbox"/><br>Progressing I | <input type="checkbox"/><br>Progressing II | <input type="checkbox"/><br>Proficient I | <input type="checkbox"/><br>Proficient II | <input type="checkbox"/><br>Proficient III | <input type="checkbox"/><br>Exemplary |
|---------------------------|--|---|--|--|---|--|---------------------------------------|
|                           | 1 - Ineffective                            | 2 - Partially Effective                   |  | 3 - Effective                            |   | 4 - Highly Effective                       |                                       |

**Comments:**