Paterson Public Schools

Learning Disabilities Teacher Consultant (LDTC)
Practice Rubric

Professional Educator Performance Standards

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

   ❖ **Special Service Providers plan for quality service 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 delivers 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 The LDT-C performing at this level:				
The LDT-C should know and be able to:		*Unsatisfactory*	*Progressing*	*Proficient*	*Exemplary*	*Evidence:*
1a	**Establish and maintain clear and organized procedures for referral.**	Inconsistently implements procedures for referrals. Has not clarified procedures for referrals, thus, when teachers want to refer a student for special services, they are not sure how to go about it.	Follows established procedures for referrals, although details are not always clear nor implemented in a timely manner	Has procedures for referrals, meetings and consultations with parents and administrators that are clear to everyone. Pre-referral through post testing systems are organized and efficient.	Establishes procedures for all aspects of referral and testing protocols that are clear to everyone and have been developed in consultation with educators, solution teams and administrators. Pre-referral through post testing systems are well organized and seamlessly implemented.	
1b	**Establish evaluation goals or meeting outcomes.**	Does not clarify goals or meeting outcomes and/or the purposes may be inappropriate for the student or situation.	Appears to know what they want to accomplish by the end of the session or meeting, although it may be unclear to others.	Establishes clear goals appropriate to the situation when working with or evaluating students. Outcomes for meetings are stated in advance.	Encourages student 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.	
1c	**Plan interventions, accommodations & modifications to maximize likelihood of student success.**	Demonstrates minimal knowledge of educational disabilities, resulting in plans that are not suitable for students, or interventions are mismatched with the findings of the identified needs.	Demonstrates basic knowledge of educational disabilities, which is reflected in plans for students that are partially suitable for them or are sporadically aligned with identified needs.	Demonstrates thorough knowledge of educational disabilities that is used when developing comprehensive plans for students. Interventions are both suitable and aligned with identified student needs. Plans are appropriate for the situation and are geared toward maximizing the likelihood of student success.	Demonstrates extensive knowledge of the field of educational disabilities and is adept at selecting the most suitable interventions for the students and the situation. Considers results from multiple assessments and sources when developing comprehensive student plans. Finds ways to creatively meet student needs and incorporate many related elements, thus maximizing the likelihood of student success.	

1d	**Apply knowledge of state and federal regulations and of resources both within and beyond the school and district.**	Demonstrates little or no knowledge of state and federal regulations or of resources for students available through the school or district.	Has knowledge of state and federal regulations. Is able to access resources for students available through the school or district, but displays minimal knowledge of resources available more broadly.	Displays awareness of current state and federal regulations. Finds ways to access resources for students through the school or district and is able to access resources external to the district when needed.	Demonstrates knowledge of state and federal regulations is both current and extensive. Actively seeks ways to make sense of new or revised regulations for others. Persistent in seeking ways to make resources available to students through the school, district and in the community	
1e	**Comply with established Special Education guidelines and procedures.**	Either unaware or non-compliant of district Special Education policies and procedures. Does not perform duties as evaluator and/or case manager, nor adheres to timelines required by the IEP of each student.	Somewhat follows established district Special Education policies and procedures. Occasionally performs duties as evaluator and/or case manager and adheres to some timeline required by the IEP of each student.	Consistently follows established Special Education policies and procedures. Performs duties as evaluator and/or case manager, adhering to timelines required by the IEP of each student.	Demonstrates full knowledge and compliance with Special Education policies and procedures. Performs duties as evaluator and/or case manager, holding to all required timelines and other requirements of the IEP's of each student.	

Standard #1 Overall Score	☐ 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 #2: DATA INFORMED DECISION MAKING

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

Service and Support *The LDT-C should know and be able to:*		Level of Performance The LDT-C performing at this level:				
		Unsatisfactory	*Progressing*	*Proficient*	*Exemplary*	*Evidence:*
2a	**Evaluate student needs in compliance with NJAC 6A: 14.**	Resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.	Attempts to administer appropriate evaluations instruments to students but does not always follow.	Administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.	Selects from a broad repertoire those assessments that are most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural timelines and safeguards.	
2b	**Demonstrate knowledge & skill in using educational instruments to evaluate students.**	Demonstrates minimal knowledge and skill in using educational instruments to evaluate students or may use instruments inappropriately.	Uses a limited number of educational instruments to evaluate students.	Appropriately uses multiple educational instruments to evaluate students and determine eligibility for Special Education	Uses a wide range of educational instruments to evaluate students and knows the proper situations in which each should be used. Remains current in the field of educational evaluation.	

2c	**Analyze and use results from multiple sources or assessments in decision making.**	Does not collect appropriate history or data to determine needs.	Only collects basic history and assessment data to complete evaluation requirements.	Collects and analyzes data from a variety of sources to inform decision-making. Analysis of data is shared with IEP team, parents and other school personnel in designing effective student plans.	Systematically collects data from a variety of sources (social history, achievement trend data, interviews, personal communication, evaluation data, discipline history) to inform decision making when designing comprehensive student plans. Analysis of the data makes a positive contribution toward effectively formulating recommendations to the IEP team, parents and other school personnel.	
2d	**Provide appropriate feedback.**	Poorly communicates information regarding the academic and needs of students. Written reports are either incomplete or not completed in a timely manner. Does not follow-up with parents or families regarding recommendation effectiveness.	Communicates individual academic needs of students to appropriate school personnel. Written reports meet legal requirements. Occasionally follows-up with parents and school personnel regarding the effectiveness of recommendations.	Conveys information from evaluations in a meaningful manner to the IEP team, families and other school personnel while being sensitive to the needs of students and families. Interprets assessment results for others in developing service plans for students. Written reports and documentation is both accurate and completed in a timely manner. Regularly follows-up with parents and school personnel regarding the effectiveness of recommendations.	Communicates with families and other professionals in a manner highly sensitive to cultural and linguistic traditions. Adept at interpreting and communicating evaluation results to teach others about using assessment results to design comprehensive service plans for students. Written reports are accurate, well organized and well written. Provides consistent follow-up with families and school personnel to determine effectiveness of recommendations.	

| 2e | **Utilize technology to gather data and enhance the learning environment.** | 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 plans, or generate reports. | Demonstrates some technology skills that support service delivery; such as using Easy IEP 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. Able to use Easy IEP independently. Uses district electronic data management tools to access student information, student plans, achievement results, and to assist in generating reports. | Assumes an active leadership role by instructing others on the use of computer programs that promote effectiveness and efficiency in service delivery; such as Easy IEP. Uses district provided evaluation scoring programs proficiently to create reports and analyze progress-monitoring data. | |

Standard #2 Overall Score	☐ 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 #3: Delivery of Service

Special Service Providers deliver quality services.

Service and Support		Level of Performance The LDT-C performing at this level:				
The LDT-C should know and be able to:		*Unsatisfactory*	*Progressing*	*Proficient*	*Exemplary*	*Evidence:*
3a	**Respond to referrals consulting with teachers and administrators.**	Fails to consult with colleagues or to tailor evaluations to questions raised in the referral.	Consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	Frequently consults with colleagues, tailoring evaluations to the questions raised in the referral.	Consistently consults with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.	
3b	**Assume case manager responsibilities.**	Declines to assume leadership of the evaluation team.	Assumes leadership of the evaluation team when directed to do so, adequately reviewing IEP components.	Assumes leadership of the evaluation team as a standard expectation. IEP reviews are well conducted.	Assumes leadership of the evaluation team and takes initiative in assembling materials for meetings. IEP's are reviewed in an exemplary manner with active involvement by all participants.	
3c	**Ensure sessions or meetings are focused and productive while promoting active participation.**	Does not assume responsibility for ensuring that sessions or meetings are both focused and productive.	Is working on improving facilitation skills to ensure that sessions and meetings are both focused and productive.	Frequently monitors the success of the session or meeting 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 session or meeting against the intended outcomes. Facilitation skills promote active participation during focused and productive sessions or meetings.	

3d	Use a variety of materials, methods, and strategies to remove barriers to learning.	Does not have a working knowledge of curriculum and instruction at various grade levels and makes generic recommendations for helping students.	Has a working knowledge of curriculum and instruction at various grade levels, but is unsure of the most appropriate instructional strategies to recommend supporting access to the curriculum for all students.	Demonstrates knowledge of research based learning theory and cognitive processes and applies this knowledge in recommending effective instructional interventions to promote access for all students to the guaranteed and viable curriculum. Works collaboratively with school personnel to remove barriers to learning.	Provides an array of indirect and direct interventions. Is informed about advances in curriculum and instruction and uses this knowledge to recommend the most suitable intervention strategies for both removing barriers to learning and supporting all students in accessing the guaranteed and viable curriculum.	
3e	Demonstrate flexibility and responsiveness.	Adheres to the plan or program, in spite of evidence of its inadequacy. Gives up or places blame elsewhere when IEP Plans are not successful.	Makes modest changes in the IEP when confronted with evidence of the need for change. Works with others to try to find solutions	Continually seeks ways to improve the IEP for student success. Works well with support and educational personnel as partners in implementing the IEP. Makes revisions in the IEP when it is needed.	Persists in seeking effective ways to improve the IEP for student success. Works collaboratively with a wide range of support and educational personnel as essential partners in implementing the IEP. Makes changes as needed in response to student, parents, teacher or administrator input.	
3f	Maintain contact when necessary with physicians and community service providers.	Declines to contact physicians and community mental health service providers.	May occasionally contact physicians and community mental health service providers..	Maintains contact with physicians and community mental health service providers when necessary.	Maintains contact with physicians and community mental health service providers and initiates contact when consent is provided.	

Standard #3 Overall Score	☐ 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 #4 Interventions

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

Service and Support	Level of Performance The LDT-C performing at this level:				
The LDT-C should know and be able to:	*Unsatisfactory*	*Progressing*	*Proficient*	*Exemplary*	*Evidence:*
4a **Implement or monitor academic interventions.**	Does not participate in the implementation or monitoring of academic interventions for students with individual needs.	Provides minimal monitoring and or follow-up of academic interventions.	Uses assessment data to guide the implementation and monitoring of instructional strategies and interventions that meet the individual learning needs of students. Assists in monitoring measurable academic interventions. Assists in the design and delivery of access skills that support learning.	Demonstrates knowledge of research-based interventions by including these principles in the implementation and evaluation of academic interventions. Ensures that progress-monitoring systems are in place to determine intervention effectiveness and promptly takes action to adjust accommodations or modifications when progress monitoring data suggests the need to do so.	
4b **Recommend or monitor appropriate interventions for students with social, emotional & behavioral needs in collaboration with either a social worker, psychologist, or behaviorist.**	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.	Plans and monitoring effective behavior management programs based data, including the Functional Behavior Assessments. Assists in the design, implementation and monitoring of access skills that support learning (self-regulation, self-monitoring, time management, planning and/or organizational skills and making appropriate choices).	Works collaboratively with other professionals to design and implement behavior change programs (individual group, and classroom) that demonstrate the use of alternative approaches to student discipline, and behavioral approaches to classroom management, and awareness of classroom climate. Inform parents and other professionals providing services to the students in the development, implementation and evaluation of behavior	

					change programs in the school setting in order to facilitate the learning and behavioral growth of the student.	
4c	**Participates as a member of an intervention or solution team.**	Unavailable to participate in collaborative meetings and does not provide guidance regarding Special Education law and procedures.	Attends I&RS meetings, but is not an active participant. Defers to others for guidance.	Participates actively as a member of the I &RS team. When appropriate, provides guidance to the team, and volunteers services.	Provides leadership and guidance while actively serving as a collaborative member of the I &RS team. Makes purposeful and productive contributions to the team. Utilizes data during meetings to guide decisions while adhering to Special Education guidelines.	

Standard #4 Overall Score	☐ 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 #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 *The LDT-C should know and be able to:*		Level of Performance The LDT-C performing at this level:				
		Unsatisfactory	*Progressing*	*Proficient*	*Exemplary*	*Evidence:*
5a	**Model positive and respectful rapport.**	Demonstrates little to no appreciation of the students as individuals and, at times, embarrasses and/or devalues students through words or actions. Clear lack of rapport exists between the provider and students. Displays interactions with students that are negative or inappropriate. Students appear uncomfortable in the testing environment.	Shows an awareness of student individuality and the need to dignify the students' behaviors and responses, but lacks skill in strongly supporting and honoring them. Displays interactions that are a mix of positive and negative. Efforts at developing rapport are partially successful.	Recognizes student individuality and the dignity of each student is consistently maintained. Interactions with students are positive and respectful. Students appear comfortable in the testing environment.	Encourages student individuality and the dignity of each student is consistently maintained and honored. Interactions consistently demonstrate positive and respectful rapport. Is someone who students seek out; reflecting a high degree of comfort and trust in the relationship.	
5b	**Respect diversity among stakeholders.**	Demonstrates a lack of respect for diversity among others. Demonstrates lack of sensitivity to the individual needs of others. Discriminatory in actions or words.	Seldom models curiosity, fairness, honesty and respect for diverse opinions and populations. Efforts to address the needs of a diverse school community 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.	Demonstrates tolerance of other' 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. Provides educational strategies that meet the needs of diverse students	

5c	**Ensure that students with special needs are placed within the Least Restrictive Environment (LRE).**	Does not advocate for student nor parent rights. Demonstrates little to no understanding of Least Restrictive Environment.	Occasionally advocates for parent and student rights. Attempts to place student in the Least Restrictive Environment.	Advocates for parent and student rights. Consistently places student in the Least Restrictive Environment.	Serves as an advocate for parent and student rights, ensuring that their rights are respected. Offers alternatives to more restrictive settings. Seeks out appropriate programming to support least restrictive placement. Creatively balances needs of school and needs of student.	

Standard #5 Overall Score	☐ 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 #6: Leadership

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

Professional Responsibilities *The LDT-C should know and be able to:*		Level of Performance The LDT-C performing at this level:				
		Unsatisfactory	*Progressing*	*Proficient*	*Exemplary*	*Evidence:*
6a	**Understanding their role and responsibility in implementing the District, Department and/or Building Action Plan.**	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.	
6b	**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 practices. Supports others in leadership roles.	Seeks new professional development opportunities to challenge self to grow professionally. Actively reflects on improving 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.	

		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.	
6c	**Support collaborative partnerships.**					

Standard #6 Overall Score	☐ 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: The LDT-C should know and be able to:		Level of Performance The LDT-C performing at this level:				
		Unsatisfactory	*Progressing*	*Proficient*	*Exemplary*	*Evidence:*
7a	**Adhere to federal laws, state statutes and regulations pertaining to education, the Board of Education (BOE) Policies, and school rules.**	Disregards or has no awareness of legal and professional responsibilities pertaining to education. Does not comply with school rules and Paterson Public Schools policies and procedures.	Has a limited understanding and seeks to raise awareness of their legal and professional responsibilities pertaining to education. Complies minimally with school rules and Paterson Public Schools policies and procedures.	Understands and abides by the legal and professional responsibilities pertaining to education. Complies fully with school rules and Paterson Public Schools policies and procedures.	Fully understands and abides by the legal and professional responsibilities pertaining to education. Consistently complies with school rules and Paterson Public Schools policies and procedures. Actively contributes to solutions that promote effective implementation of policies and procedures.	
7b.	**Demonstrate professionalism.**	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.	
7c.	**Effectively communicate.**	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.	

7d.	**Maintain confidentiality**	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.	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.
7e	**Solve problems.**	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 academic issues. Anticipates and diffuses conflicts using a variety of communication methods, as well as conflict resolution techniques.
7f.	**Perform assigned and related duties.**	Is absent from assignments and assigned duties 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 effectiveness and efficient implementation of assignment and other duties as assigned.

Standard #7 Overall Score	☐ Unsatisfactory	☐ Progressing I	☐ Progressing II	☐ Proficient I	☐ Proficient II	☐ Proficient III	☐ Exemplary
	1 - Ineffective	2 - Partially Effective		3 - Effective		4 - Highly Effective	

Comments: