

Standards of Effective

Itinerant Teachers of Physically Impaired

80% Elements of Effective Teaching of Physically Impaired

20% Professional Responsibilities

Elements of Effective Teaching of Physically Impaired

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
PI Foundational Knowledge		<ul style="list-style-type: none"> • Demonstrates minimal knowledge of specialized curriculum and resources (building and district) • Demonstrates minimal knowledge of differentiated, real-world text, and materials including digital resources • Demonstrates minimal knowledge of the impact of a student's disability to access the general education curriculum and school environment • Demonstrates minimal knowledge of standards/grade level curriculum and student development 	<ul style="list-style-type: none"> • Demonstrates basic knowledge of specialized curriculum and resources (building and district) • Demonstrates basic knowledge of differentiated, real-world text, and materials including digital resources • Demonstrates basic knowledge of the impact of a student's disability to access the general education curriculum and school environment • Demonstrates basic knowledge of standards/grade level curriculum and student development 	<ul style="list-style-type: none"> • Demonstrates solid knowledge of specialized curriculum and resources (building and district) • Demonstrates solid knowledge of differentiated, real-world text, and materials including digital resources • Demonstrates solid knowledge of the impact of a student's disability to access the general education curriculum and school environment • Demonstrates solid knowledge of standards/grade level curriculum and student development 	Meets Proficient AND: <ul style="list-style-type: none"> • Shares content knowledge with other staff to impact practices of others • Published in content area • Presenter or leader for professional organization
Written PI Service Plan		<ul style="list-style-type: none"> • Plans are unavailable or inconsistently available when asked • Plans are incomplete and missing more than one of the following: reference to standards and IEP goals, measurable objective(s) for student learning or guiding questions, instructional strategies, means of assessment 	<ul style="list-style-type: none"> • Plans are available consistently when asked but • May be incomplete with no more than one of the following missing: reference to standards and IEP goals, measurable objective(s) for student learning or guiding questions, instructional strategies, means of assessment 	<ul style="list-style-type: none"> • Plans are available consistently when asked and • Are complete: reference to standards and IEP goals, measurable objective(s) for student learning or guiding questions, instructional strategies including access to prior learning, presenting new information, an opportunity for students to practice, means of assessment 	Meets Proficient AND: <ul style="list-style-type: none"> • Clear link to disability area and relationship to academic achievement
Activities and Adaptations Support Authentic Learning		<ul style="list-style-type: none"> • Activities and adaptations are rarely related to educational outcomes or functional outcomes • Activities and adaptations rarely lead to increased access and participation in educational curriculum and standards • Activities and adaptations rarely increase student's independence in any environments • Services/activities seldom focus on student involvement in authentic learning activities 	<ul style="list-style-type: none"> • Activities and adaptations sometimes related to educational outcomes or functional outcomes • Activities and adaptations sometimes lead to increased access and participation in educational curriculum and standards • Activities and adaptations increase student's independence in some environments • Services/activities sometimes focus on students involvement in authentic learning activities 	<ul style="list-style-type: none"> • Activities and adaptations consistently relate to educational outcomes or functional outcomes • Activities and adaptations regularly lead to increased access and participation in educational curriculum and standards • Activities and adaptations increase student's independence in most environments to highest possible level • Services/activities consistently focus on students involved in authentic learning activities 	Meets Proficient AND: <ul style="list-style-type: none"> • Activities and adaptations increase students independence in all environments to the highest possible level

Elements of Effective Teaching of Physically Impaired

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Consultation Respects Diverse Groups		<ul style="list-style-type: none"> Displays little understanding of diverse student populations May display favoritism or ignore student groups Students are minimally able to show up as their authentic selves through the content Has limited understanding of culture norms about child development 	<ul style="list-style-type: none"> Shows some understanding of diverse student populations Attempts to include all learners regardless of cultural background, but not consistently or successfully Students are sometimes able to show up as their authentic selves through the content Shows some understanding of cultural norms about child development 	<ul style="list-style-type: none"> Routinely introduces content with a broad focus on various cultural and racial groups Shows an understanding of all learners, and attempts to adapt services to make content accessible for all Students are able to show up as their authentic selves through the content Shows solid understanding of cultural norms about child development 	Meets Proficient AND: <ul style="list-style-type: none"> Realness is present – students question and inquire about what and how they are taught Displays continuing search for best practice pertaining to diverse learners
Provides Culturally Effective Services		<ul style="list-style-type: none"> Rarely utilizes evidence-based practices when providing services/supports Rarely accounts for students’ cultural differences in service delivery; rarely embeds cultural characteristics of students within services/supports 	<ul style="list-style-type: none"> Sometimes utilizes evidence-based practices when providing services/supports Sometimes accounts for students’ cultural differences in service delivery sometimes embeds cultural characteristics of students within services/supports 	<ul style="list-style-type: none"> Consistently utilizes evidence-based practices when providing services/supports Regularly accounts for students’ cultural differences in service delivery; consistently embeds cultural characteristics of students within services/supports 	Meets Proficient AND: <ul style="list-style-type: none"> Show exceptional creativity and flexibility in facilitating services/supports Provides student choices based on each student’s individual experiences during services/supports when appropriate
Special Education Assessment Tools and Use		<ul style="list-style-type: none"> Test selection and interpretation rarely takes into account student needs and is rarely sensitive to diverse racial and cultural student populations Demonstrates limited ability to select and administer valid, reliable, and appropriate standardized instruments Demonstrates minimal knowledge and use of non-standardized assessment tools and data collection procedures 	<ul style="list-style-type: none"> Test selection and interpretation sometimes takes into account student needs and is sometimes sensitive to diverse racial and cultural student populations Selects and administers standardized assessment instruments appropriately, however may not know all options available Selects, administers, and interprets non-standardized assessment data and data collection procedures, however observations and interpretation is not all inclusive 	<ul style="list-style-type: none"> Test selection and interpretation consistently takes into account student needs and is sensitive to diverse racial and cultural student populations Selects and administers standardized assessment instruments appropriately Selects, administers, and interprets non-standardized assessment data and data collection procedures 	Meets Proficient AND: <ul style="list-style-type: none"> Takes a leadership role in exploring new assessment tools that are not racially biased Supports training of other coworkers with use and interpretation of standardized and non standardized tools
Pre-referral Student Support		<ul style="list-style-type: none"> Seldom screens students prior to special education referral even when requested Provides limited student and staff pre-special education referral interventions 	<ul style="list-style-type: none"> Sometimes will screen students prior to special-education referral when requested Provides some student and staff pre-special education referral interventions by providing a few recommendations, modifications, and adaptations 	<ul style="list-style-type: none"> As appropriate ,will screen students prior to special-education referral when requested Actively supports students and staff pre-special education referral interventions by providing recommendations, modifications, and adaptations 	Meets Proficient AND: <ul style="list-style-type: none"> Writes grants or seeks out other funding sources to support general education, student equipment, modification needs Staff seeks provider out to support student interventions
Interventions		<ul style="list-style-type: none"> Rarely provides interventions across grade levels and collaborates with teachers/staff to support implementation Rarely collaborates with teachers/staff on appropriate intervention techniques Rarely provides teachers/staff with strategies to implement IEP accommodations/modifications within the classroom and school environment 	<ul style="list-style-type: none"> Sometimes provides interventions across grade levels and collaborates with teachers/staff to support implementation Sometimes collaborates with teachers/staff on appropriate intervention techniques Sometimes provides teachers/staff with strategies to implement IEP accommodations/modifications within the classroom and school environment 	<ul style="list-style-type: none"> Routinely provides interventions across grade levels and collaborates with teachers/staff to support implementation Regularly collaborates with teachers/staff on appropriate intervention techniques Regularly provides teachers/staff with strategies to implement IEP accommodations/modifications within the classroom and school environment 	Meets Proficient AND: <ul style="list-style-type: none"> Routinely monitors accommodations within the classroom setting and school environment for case management, students, and/or caseload Advocates for on-going students’ needs for accommodations within the general education setting

Elements of Effective Teaching of Physically Impaired

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Bridges PI Services and Academics		<ul style="list-style-type: none"> Rarely initiates and is rarely an active member in team discussions to develop functional, educationally relevant goals and measurable objectives Demonstrates minimal knowledge of the relationship between student needs and academic achievement Rarely writes and executes service goals that clearly describe the relationship between student needs and the least restrictive environment Minimally promotes and advocates for student independence in the school-wide environment 	<ul style="list-style-type: none"> Sometimes initiates and is sometimes an active member in team discussions to develop functional, educationally relevant goals and measurable objectives Demonstrates some knowledge of the relationship between student needs and academic achievement Sometimes writes and executes service goals that clearly describe the relationship between student needs and the least restrictive environment Sometimes promotes and advocates for student independence in the school-wide environment 	<ul style="list-style-type: none"> Regularly initiates and is an active member in team discussions to develop functional, educationally relevant goals and measurable objectives Demonstrates solid knowledge of the relationship between student needs and academic achievement Regularly writes and executes service goals that clearly describe the relationship between student needs and the least restrictive environment Regularly promotes and advocates for student independence in the school-wide environment 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Provides training to team members and staff on the relationship of physical impairments and the impact on academic achievement
Service/ Adaptations Recognizes Students Interests, Abilities, and Experiences		<ul style="list-style-type: none"> Rarely crafts PI services that embed students' interests, abilities, experiences, and backgrounds Rarely incorporates interests into real-life applications Minimally creates student learning experiences that are racially and culturally relevant Modifications and adaptations are inconsistently executed 	<ul style="list-style-type: none"> Sometimes crafts PI services that embed students' interests, abilities, experiences, and backgrounds Sometimes incorporates interests into real-life applications Sometimes creates student learning experience that are racially and culturally relevant 	<ul style="list-style-type: none"> Routinely crafts PI services that embed students' interests, abilities, experiences, and backgrounds Regularly incorporates interests into real-life applications Regularly creates student learning experiences that are racially and culturally relevant Modification and adaptations are consistently executed 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Provides student choices based on each student's individual experiences and needs for service
Modeling		<ul style="list-style-type: none"> Instructs with minimal monitoring or regard to developmentally appropriate scaffolding, student comprehension, learning styles, strengths, or staff involvement Instructions are unclear or disorganized Rarely interact with students/staff during modeling 	<ul style="list-style-type: none"> Instructs with some monitoring or regard to developmentally appropriate scaffolding, student comprehension, learning styles, strengths, or staff involvement Instructions are sometimes clear and organized Instructions are given with some regard to the thought process behind them Sometimes interacts with students/staff during modeling 	<ul style="list-style-type: none"> Instructs with regular monitoring and regard to developmentally appropriate scaffolding, student comprehension, learning styles, strengths, and staff involvement Instructions are clear, concise, and logically organized Instructions are given with developmentally appropriate scaffolding including written and visual representations that address various learning styles Regularly interacts with students/staff during modeling 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Encourages students to make deductions in order to explore the new concepts
Service Delivery Techniques		<ul style="list-style-type: none"> Utilizes minimal variety of PI service techniques which rarely consider effective strategies for students with diverse physical abilities, language, and learning needs Rarely embeds PI services within and across routines, activities, and environments to provide contextually relevant learning opportunities 	<ul style="list-style-type: none"> Sometimes attempts varied PI services but is inconsistent for students with diverse physical abilities, language, and learning needs Returns to less effective PI services practices if something new does not work Sometimes embeds PI services within and across routines, activities, and environments to provide contextually relevant learning opportunities 	<ul style="list-style-type: none"> Routinely utilizes a variety of best practice PI services that include effective strategies for students with diverse physical abilities, language, and learning needs Effective PI services are applied using multiple racial and cultural perspectives (rigor, relevance, relationships, realness) Consistently embeds PI services within and across routines, activities, and environments to provide contextually relevant learning opportunities 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Shows exceptional creativity and flexibility in facilitating learning within least restrictive environments

Elements of Effective Teaching of Physically Impaired

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Engaging Students		<ul style="list-style-type: none"> • Uses minimal variety of service techniques to engage students and promote ongoing improvement • Rarely demonstrates a pattern of flexibility in the use of materials and techniques that reflects the student’s level of engagement and ability; intentionality of instruction to improve student engagement is minimal • Seldom takes overt action to re-engage students and/or increase student engagement during PI services 	<ul style="list-style-type: none"> • Uses some variety of service techniques to engage students and promote ongoing improvement • Sometimes demonstrates a pattern of flexibility in the use of materials and techniques that reflects the student’s level of engagement and ability • Sometimes takes overt action to re-engage students and/or increase student engagement during PI services 	<ul style="list-style-type: none"> • Uses an ample variety of service techniques to engage students and promote ongoing improvement • Consistently demonstrates a pattern of flexibility in the use of materials and techniques that reflects the student’s level of engagement and ability; intentionality of instruction to improve student engagement is present • Routinely takes overt action to re-engage students and/or increase student engagement during PI services 	<p>Meets proficient AND:</p> <ul style="list-style-type: none"> • Maximally engages all students on their caseload in learning
Consultation Collaboration		<ul style="list-style-type: none"> • Few suggestions fit within the context of the child’s total educational program or few can be delivered in the least restrictive environment • Makes limited effort to obtain feedback from staff and/or give feedback • Seldom updates consultation strategies using limited input from student performance, staff, and families • May be critical, rigid ,or ineffective in problem-solving 	<ul style="list-style-type: none"> • Some suggestions fit within the context of the child’s total educational program and many can be delivered in the least restrictive environment • Occasionally reviews interventions and obtains/gives staff feedback • Occasionally updates consultation strategies based on student performance, staff, and family input • Occasionally demonstrates effective problem-solving skills 	<ul style="list-style-type: none"> • Suggestions consistently fit within the context of the child’s total educational program and many can be delivered in the least restrictive environment • Regularly reviews interventions and obtains/gives staff feedback • Regularly updates consultation strategies as needed, based on student performance, staff, and family input • Consistently demonstrates effective problem-solving skills 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> • Is a leader and resource to help solve problems and develop solutions for students related to consultation strategies
Relationships Between PI Teacher and Students		<ul style="list-style-type: none"> • Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age of the students • Interactions reflect inconsistencies, favoritism, or disregard for students’ cultures • Students exhibit disrespect for the teacher 	<ul style="list-style-type: none"> • Teacher-student interactions are generally appropriate • Students exhibit only minimal respect for the teacher 	<ul style="list-style-type: none"> • Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect • Interactions are appropriate to developmental and cultural norms and teacher seeks input/advice on what is appropriate cultural norms for students outside of the teacher’s culture • Students exhibit respect for the teacher 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> • Recognizes student contributions to the school community • Creates an environment where students build relationships with the teacher, not just the teacher building relationships with students
Engaging Families		<ul style="list-style-type: none"> • Does not attempt to engage families in learning opportunities related to PI services • Rarely builds relationships with families • Seldom seeks opportunities to learn about cultures, race, and backgrounds of families • Does not create a welcoming environment for families 	<ul style="list-style-type: none"> • Attempts to engage families in learning opportunities related to PI services • Builds relationships with some families, but not others • Sometimes seeks opportunities to learn about cultures, race, and backgrounds of families 	<ul style="list-style-type: none"> • Routinely engages families in learning opportunities related to PI services • Builds reciprocal relationships with most families and sees them as an asset in student learning • Routinely seeks opportunities to learn about cultures, race, and backgrounds of families • Creates a welcoming environment for families 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> • Builds reciprocal relationships with all families and uses them as an asset in student learning • Works with families in the community outside the school
Use of Student Data		<ul style="list-style-type: none"> • Rarely collects data on student progress to plan for services • Rarely uses data to make changes in services to assist the student to be successful • Rarely encourages students to participate in tracking data related to goals • Limited or no sharing of student outcomes and progress; limited or no collaboration within teams to make decisions about next steps and possible need for modifications and accommodations adaptations 	<ul style="list-style-type: none"> • Sometimes collects data on student progress to plan for services • Sometimes uses data to make changes in services to assist the student to be successful • Sometimes encourages students to participate in tracking data related to goals • Some sharing of student outcomes and progress; some collaboration within teams to make decisions about next steps and possible need for modifications and accommodations 	<ul style="list-style-type: none"> • Regularly collects data on student progress to plan for services • Routinely uses data to make changes in services to assist the student to be successful • Routinely encourages students to participate in tracking data related to goals • Shares student outcomes and progress; collaborates within teams to make decisions about next steps and possible need for modifications and accommodations 	<p>Meets proficient AND:</p> <ul style="list-style-type: none"> • Takes a leadership role in assisting others to collect and analyze student data

Elements of Effective Teaching of Physically Impaired

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Considers Need for Assistive Technology to Support Student Outcomes		<ul style="list-style-type: none"> Does not use available assistive technology to support students goals and objectives or to increase level of student independence Rarely considers both low and high tech options Few or no attempts to educate stakeholders in proper and safe equipment/assistive technology use and maintenance Rarely connects with lending library and supports 	<ul style="list-style-type: none"> Infrequently considers the need for assistive technology, or does not consistently evaluate need and effectiveness Sometimes consider both low and high tech options Makes some effort or attempts to educate staff and families in proper and safe equipment/assistive technology use and maintenance Sometimes connects with lending library and supports 	<ul style="list-style-type: none"> Considers the need for assistive technology, secures or make contacts for trials, and keeps data to evaluate effectiveness Considers both low and high tech solutions Regularly educates staff, students, and families in proper and safe equipment/assistive technology use and maintenance Regularly connects with lending library and supports 	Meets Proficient AND: <ul style="list-style-type: none"> Writes grants, assists in fundraising, or other funding sources to acquire needed equipment Trains other staff on the use of appropriate assistive technology
Function of Technology Used in PI Services		<ul style="list-style-type: none"> Rarely uses available technology as an instructional tool during service delivery Rarely uses available technology to increase student's level of independence across school environments 	<ul style="list-style-type: none"> Uses available technology as a direct tool substitute without functional change during service delivery Sometimes uses available technology to increase student's level of independence across school environments 	<ul style="list-style-type: none"> Uses available technology to augment or modify practices during service delivery Regularly uses available technology to increase student's level of independence across school environments 	Meets Proficient AND: <ul style="list-style-type: none"> Uses technology for significant task redesign or to create new tasks, previously inconceivable, as well as for substitution, augmentation, and modification
Students Accessing and Presenting Information		<ul style="list-style-type: none"> Only offers students a single pathway to access and present information 	<ul style="list-style-type: none"> Offers students few pathways to access and present information 	<ul style="list-style-type: none"> Offers students multiple pathways to access and present information 	Meets Proficient AND: <ul style="list-style-type: none"> Provides students with voice and choice about options for accessing and presenting information
Organization of Materials and Space		<ul style="list-style-type: none"> Minimal systems of organization are noted Learning environment is cluttered and materials are in disarray Learning environment arrangement does not support safety and ease of movement 	<ul style="list-style-type: none"> Has a visible organizational system which is somewhat effective; system does not always support learning Learning environment has some evidence of organization, and materials are somewhat available Attempts are made to adjust furniture and/or open space to the various lessons with limited effectiveness 	<ul style="list-style-type: none"> System of organization is clear to students and supports student learning Learning environment is neat, clean, and uncluttered; materials are readily available Learning environment is safe and the furniture and/or space arrangement is a resource for learning activities 	Meets Proficient AND: <ul style="list-style-type: none"> Learning environment is safe and accessible and students can adjust the furniture and/or utilize space to advance their own purposes in learning Learning environment and materials are organized to maximize learning with all students
Expectations for Para- professionals		<ul style="list-style-type: none"> Little to no delegation of duties to the support staff Rarely uses support staff to promote student learning; does not develop specific plans for support staff with or without the teacher Delegates too much to the support staff The support staff are underutilized 	<ul style="list-style-type: none"> Sometimes or inconsistently delegates duties to the support staff Sometimes uses support staff to promote student learning; specifically plans for the support staff with teacher Inconsistently clarifies and/or reinforces expectations of the support staff 	<ul style="list-style-type: none"> Clearly articulates duties to the support staff Regularly uses support staff to promote student learning; specifically plans for the support staff with teacher Continuously clarifies and reinforces expectations of the support staff 	Meets Proficient AND: <ul style="list-style-type: none"> Partners with the support staff to add additional perspectives to classroom dynamics, instruction, and curriculum

Professional Responsibilities

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Relationships with Colleagues		<ul style="list-style-type: none"> Relationships are negative, self-serving, and/or promote discord among staff Works ineffectively with colleagues in collaboration, PLCs, and/or teams 	<ul style="list-style-type: none"> Maintains cordial relationships with colleagues to fulfill duties that the school or district requires 	<ul style="list-style-type: none"> Relationships are supportive and collaborative across disciplines Works effectively and respectfully with colleagues in collaboration, PLCs, and/or teams 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Takes initiative in assuming a leadership role among faculty Takes a leadership role in PLC and/or teams
Self Reflection As a Growth Tool		<ul style="list-style-type: none"> Uses minimal reflection and self-assessment of practices Unwilling to look inward for improvement 	<ul style="list-style-type: none"> Occasionally uses reflection and self-assessment to assess effectiveness and make modifications in services 	<ul style="list-style-type: none"> Continuously and accurately assesses his or her own effectiveness using artifacts and student/caregiver data to identify areas of strength and areas of growth Reflects on practices through coaching, mentorship, critical friends, or participation in other teacher leadership development opportunities 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Takes a leadership role in promoting a culture of professional inquiry and reflection among staff
Written TD&E Reflections		<ul style="list-style-type: none"> Response shows little evidence of integrated learning or insights gained from the experience Reflections are not submitted or response is incomplete 	<ul style="list-style-type: none"> Response shows some evidence of integrated learning or insights gained from the experience Viewpoints and interpretations are supported; the reflection demonstrates attempts to analyze the learning experience but lacks depth of how the learning experience contributed to understanding of self or students 	<ul style="list-style-type: none"> Response shows solid evidence of integrated learning or insights gained from the experience Viewpoints and interpretations are well supported and insightful; reflection demonstrates how the learning experience contributed to understanding of self or students 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Response includes an in-depth reflection and personalization of the experience
Feedback		<ul style="list-style-type: none"> Ignores or minimizes feedback from colleagues, administrators, and students Resistant to changes in professional practices 	<ul style="list-style-type: none"> Open to feedback from colleagues, administrators, and students Open to change of professional practice when provided feedback 	<ul style="list-style-type: none"> Seeks and accepts feedback from colleagues, administrators, and students Implements change in professional practice based on feedback 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Models and/or communicates change in professional practices to colleagues to promote learning/growth from feedback
Professional Growth		<ul style="list-style-type: none"> Does not or minimally attends professional development activities Minimally plans for professional growth Demonstrates little or no urgency toward improving professional practices 	<ul style="list-style-type: none"> Attends professional development activities Occasionally plans for professional growth Demonstrates regular effort to modify and adjust professional practices 	<ul style="list-style-type: none"> Regularly participates in relevant professional development activities and implements changes to instructional practices as a result Regularly plans for professional growth Routinely enriches professional practices to meet the needs of all students 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Leads professional development opportunities for colleagues Initiates important activities to contribute to the profession Models, coaches, and mentors colleagues and/or clinical students in reflective practice methods to improve instruction
Communication with Families		<ul style="list-style-type: none"> Families receive information about students' progress or grades only at due process meetings, conferences, etc. Difficult for families to contact, or does not respond when contacted Reports mostly on student challenges, not on successes 	<ul style="list-style-type: none"> Families receive information about students' progress or grades on an occasional basis Information is available to families, but ways of being contacted are not communicated through multiple methods Reports on student successes and challenges 	<ul style="list-style-type: none"> Families routinely receive information about students' progress, so they know when to expect it Available to respond to family concerns and ways of being contacted are clearly communicated through methods that work for the particular family's needs Reports on student successes and challenges and collaborates on next steps Utilizes school/district resources to communicate in home language 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Consistently provides resources for families to support their students' success at home

Professional Responsibilities

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Service to School/District		<ul style="list-style-type: none"> Does not support the school mission/vision Lacks understanding of the district's strategic plan and, as a result, creates confusion for school stakeholders Non-compliant with school, program, and/or SPPS policies and procedures Inconsistently involved in required school/program events 	<ul style="list-style-type: none"> Understands and supports the school mission/vision Understands and supports the district strategic plan, mission, and vision Complies with school, program, and SPPS policies and procedures and acts in a professional and ethical manner 	<ul style="list-style-type: none"> Makes decisions that support and reflect the school mission/vision Makes decisions that support and reflect the district strategic plan, mission, and vision Complies with school, program and/or SPPS policies and procedures and models high standards of professional and ethical conduct Involved in required school/program events 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Makes a concerted effort to challenge negative attitudes or practices to ensure that all students can succeed Volunteers to participate in school/district events and makes a substantial contribution Takes initiative in assuming a leadership role in school, program and/or district events
Record Keeping		<ul style="list-style-type: none"> Minimally maintains information on student progress Student records/special education files are in disarray resulting in errors and confusion 	<ul style="list-style-type: none"> Regularly maintains a system for information on student progress Maintains student records/ special education files 	<ul style="list-style-type: none"> Maintains fully effective systems for information on student progress and timelines Maintains accurate and up-to-date student records and special education files 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Takes a leadership role in developing systems to track student progress Mentors colleagues in effective and timely record keeping procedures
Due Process		<ul style="list-style-type: none"> Content is not family friendly (educational jargon); family/student voice is not evident Does not reflect standards and/or individual strengths and needs; minimal collaboration with other professionals Content is poorly written, is insufficient, and lacks cohesion (present level, needs, goals, objectives are not linked) Inconsistent case management; sometimes takes lead to assure IEP/IFSP services are scheduled and delivered, minimal problem solving if issues arise Due Process procedures are inconsistently followed Due dates are inconsistently met for evaluations, IEPs/IFSPs, and progress notes 	<ul style="list-style-type: none"> Content is not family friendly; family/student voice is minimal Partial reflection of standards and/or individual strengths and needs; some collaboration with other professionals Content is imprecisely written, not sufficiently comprehensive, or not synthesized (present level, needs, goals, objectives) 	<ul style="list-style-type: none"> Content is family friendly; family/student voice is consistently evident Consistently reflects standards and individual strengths and needs; content shows collaboration with other professionals Content is clearly written, sufficiently comprehensive and synthesized (present level, needs, goals, objectives) Consistent and effective case management; regularly takes lead to assure IEP/IFSP services are scheduled and delivered, strategic problem solving if issues arise Due Process procedures are consistently followed Due dates are met for evaluations, IEPs/IFSPs, and progress notes 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Takes a leadership role in mentoring colleagues in Due Process Takes a leadership role on child study teams
TD&E Components (summative evaluation)		<ul style="list-style-type: none"> One or more components of TD&E are missing or incomplete TD&E component deadlines are missed 		<ul style="list-style-type: none"> All components are complete Ongoing work to implement and fulfill TD&E components is timely 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Takes a leadership role in promoting TD&E components in the school

Summary

Areas of Strength:

Areas of Growth:

Next Steps: