

## Marion County Evaluation Student Support Services Personnel Rubrics

(Counselor, Dean, PT/OT, Speech Lang Therapist, Resource Compliance, Staffing Specialist, Social Worker, Athletic Trainer, ESE Job Coach, Work Study Coach, DCT, Educational Diagnostician, Guided Learning-School to Work)

<b>Domain 1: Planning and Preparation</b>				
<b>Component</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement/Developing</b>	<b>Unsatisfactory</b>
<b>1a: Demonstrating knowledge of theory and techniques</b>	Demonstrates deep and thorough understanding of theory and techniques.	Demonstrates understanding of theory and techniques.	Demonstrates basic understanding of theory and techniques.	Demonstrates little understanding of theory and techniques.
<b>1b: Demonstrating knowledge of child and adolescent development</b>	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, displays knowledge of the extent to which individual students follow the general patterns.	Displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	Displays partial knowledge of child and adolescent development.	Displays little or no knowledge of child and adolescent development.
<b>1c: Establishing Goals for the program appropriate to the setting and the students served</b>	Goals for the program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents and colleagues.	Goals for the program are clear and appropriate to the situation in the school and to the age of the students.	Goals for the program are rudimentary and are partially suitable to the situation and the age of the students.	Has no clear Goals for the program, or they are inappropriate to either the situation or the age of the students.

Component	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
<b>1d: Demonstrating knowledge of state and federal regulations and of the resources both within and beyond the school and district</b>	Knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.	Displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.	Displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.
<b>1e: Planning the program, integrated with the regular school program</b>	Plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.	Has developed a plan that includes the important aspects of the program in the setting.	Plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader Goals.	Program consists of a random collection of unrelated activities, lacking coherence or an overall structure.
<b>1f: Developing a plan to evaluate the program</b>	Evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.	Plan to evaluate the program is organized around clear Goals and the collection of evidence to indicate the degree to which the Goals have been met.	Has a rudimentary plan to evaluate the program.	Has no plan to evaluate the program or resists suggestions that such an evaluation is important.

<b>Domain 2: The Environment</b>				
<b>Component</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement/Developing</b>	<b>Unsatisfactory</b>
<b>2a: Creating an environment of respect and rapport</b>	Those served seek out the appropriate personnel, reflecting a high degree of comfort and trust in the relationship. Models for those served how to engage in positive interactions.	Interactions with those served are positive and respectful, and the employee actively promotes positive interactions.	Interactions are a mix of positive and negative; the efforts at encouraging positive interactions among those served are partially successful.	Interactions with those served are negative or inappropriate, and the employee does not promote positive interactions.
<b>2b: Establishing a culture for productive communication</b>	The culture for productive and respectful communication between and among students, teachers and parents while guided by the appropriate personnel, is maintained by both teachers, students and parents	Promotes a culture for productive and respectful communication between and among students, teachers and parents.	Attempts to promote a culture for productive and respectful communication between and among students, teachers and parents are partially successful.	Makes no attempt to establish a culture for productive communication as a whole, either among students or among teachers, or between students, teachers and parents.
<b>2c: Managing routines and procedures</b>	Routines for the program or classroom are seamless, and those served assist in maintaining them.	Routines for the program or classroom work effectively.	Has rudimentary and partially successful routines for the program or classroom.	Routines for the program or classroom work are nonexistent or in disarray.
<b>2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school</b>	Has established clear standards of conduct for sessions, and students contribute to maintaining them. Takes a leadership role in maintaining the environment of civility in the program or school.	Has established clear standards of conduct for sessions and makes a significant contribution to the environment of civility in the program or classroom.	Efforts to establish standards of conduct for sessions are partially successful. Attempts, with limited success, to contribute to the level of civility in the program or school as a whole.	Has established no standards of conduct for students during sessions and makes no contribution to maintaining an environment of civility in the program or school.
<b>2e: Organizing physical space</b>	Program or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.	Program or classroom arrangements are inviting and conducive to the planned activities.	Attempts to create an inviting and well organized physical environment are partially successful.	The physical environment is in disarray or is inappropriate to the planned activities.

<b>Domain 3: Delivery of Service</b>				
<b>Component</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement/Developing</b>	<b>Unsatisfactory</b>
<b>3a: Assessing student needs</b>	Conducts detailed and individualized assessments of student needs to contribute to program planning.	Assesses student needs and knows the range of student needs in the school.	Assessments of student needs are perfunctory.	Does not assess student needs, or the assessments result in inaccurate conclusions.
<b>3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs FOR PERSONNEL WHERE APPLICABLE</b>	Helps individual students and teachers formulate academic, personal/social, and career plans.	Helps students and teachers formulate academic, personal/social, and career plans for groups of students.	Attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	Program is independent of identified student needs.
<b>3c: Using techniques in individual and classroom programs</b>	Uses an extensive range of techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Uses a range of techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Displays a narrow range of techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Has few techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.
<b>3d: Brokering resources to meet needs</b>	Brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.	Brokers with other programs within the school or district to meet student needs.	Efforts to broker services with other programs in the school are partially successful.	Does not make connections with other programs in order to meet student needs.
<b>3e: Demonstrating flexibility and responsiveness</b>	Is continually seeking ways to improve the program and makes changes as needed in response to student, parent, or teacher input.	Makes revisions in the program when they are needed.	Makes modest changes in the program when confronted with evidence of the need for change.	Adheres to the plan or program, in spite of evidence of its inadequacy.

<b>Domain 4: Professional Responsibilities</b>				
<b>Component</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement/Developing</b>	<b>Unsatisfactory</b>
<b>4a: Reflecting on practice</b>	Reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Draws on an extensive repertoire to suggest alternative strategies.	Reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Makes some specific suggestions as to how the program might be improved.	Reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Does not reflect on practice, or the reflections are inaccurate or self-serving.
<b>4b: Maintaining records and submitting them in a timely fashion</b>	Approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.	Reports, records, and documentation are accurate and are submitted in a timely manner.	Reports, records, and documentation are generally accurate but are occasionally late.	Reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.
<b>4c: Communicating with families</b>	Is proactive in providing information to families about the program and about individual students through a variety of means.	Provides thorough and accurate information to families about the program as a whole and about individual students.	Provides limited though accurate information to families about the program as a whole and about individual students.	Provides no information to families, either about the program as a whole or about individual students.
<b>4d: Participating in a professional community</b>	Makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.	Participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Relationships with colleagues are cordial, and participates in school and district events and projects when specifically requested.	Relationships with colleagues are negative or self-serving, and avoids being involved in school and district events and projects.
<b>4e: Engaging in professional development</b>	Actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.	Seeks out opportunities for professional development based on an individual assessment of need.	Participation in professional development activities is limited to those that are convenient or are required.	Does not participate in professional development activities even when such activities are clearly needed for the development of skills.
<b>4f: Showing professionalism</b>	Can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.	Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.