

Name of Clinician:  
 Name of Evaluator:  
 School(s):

**RUBRIC FOR CHILD STUDY TEAM  
 LEARNING DISABILITIES TEACHER CONSULTANT (LDTC)  
 DOMAIN 1: PLANNING AND PREPARATION**

COMPONENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT (BASIC)	PROFICIENT	DISTINGUISHED
<b>1a: Demonstrating knowledge of local, state, and federal regulations, and of academic supports within and beyond the school and district</b>	CST LDTC demonstrates little or no knowledge of local, state, and federal regulations and academic supports for students available through the school and district.	CST LDTC demonstrates basic knowledge of local, state, and federal regulations and of academic supports for students available through the school and district.	CST LDTC demonstrates thorough knowledge of local, state, and federal regulations, thorough knowledge of academic and supports within the school and district, and some familiarity with resources outside the district.	CST LDTC demonstrates extensive knowledge of local, state, and federal regulations and also of academic supports within the school and district and outside the district.
<b>1a: Critical Attributes</b>	<ul style="list-style-type: none"> <li>State-level certification is absent, revoked, or expired.</li> <li>Lacks current knowledge of federal, state, and local regulations.</li> <li>Outdated references or disproven research and practices.</li> <li>Provides no information regarding available academic supports for students within the school and district.</li> </ul>	<ul style="list-style-type: none"> <li>State-level certification is maintained and current.</li> <li>Provides but doesn't explain regulatory information (e.g., parent rights, Child Find, timelines).</li> <li>Provides accurate but limited information regarding available academic supports for students (e.g., supplementary aids, services accommodations, curricular modifications) within the school and district.</li> </ul>	<ul style="list-style-type: none"> <li>State-level certification is maintained and current.</li> <li>Speaks about regulations as they apply to evaluations, Child Find, and eligibility of students with disabilities.</li> <li>Speaks about regulations as they apply to evaluations, Child Find, and eligibility of students with disabilities.</li> <li>Provides comprehensive information about school and district resources.</li> <li>Responds to parent request for community support by directing them appropriately to helpful resources.</li> </ul>	<ul style="list-style-type: none"> <li>State-level certification is maintained and current.</li> <li>Has membership in NJALC.</li> <li>Enhances others' knowledge about regulations.</li> <li>Actively maintains current knowledge of resources and services available to students/families within and outside of school.</li> <li>Is identifiable as a go-to person for resources and information and for academic supports.</li> </ul>

<b>1(a) EVIDENCE</b>				
<b>SCORE</b>				
<b>1b: Demonstrating knowledge of child and adolescent development, learning, and psychopathology</b>	CST LDTC demonstrates little or no knowledge of child and adolescent development, learning, and psychopathology.	CST LDTC demonstrates basic knowledge of child and adolescent development, learning, and psychopathology.	CST LDTC demonstrates thorough knowledge of child and adolescent development, learning, and psychopathology.	CST LDTC demonstrates extensive knowledge of child and adolescent development, learning, and psychopathology.
<b>1b: Critical Attributes</b>	<ul style="list-style-type: none"> <li>Does not know the basic tenets of child/adolescent development, learning, and psychopathology.</li> <li>Makes erroneous statements about child/adolescent development, learning, and psychopathology.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge is limited to that acquired during university training.</li> </ul>	<ul style="list-style-type: none"> <li>Remains current with the latest research in the field via updates, research articles, and attending conferences.</li> </ul>	<ul style="list-style-type: none"> <li>Remains current and shares with others the latest research that is relevant.</li> </ul>
<b>1(b) EVIDENCE</b>				
<b>SCORE</b>				
<b>1c: Establishing goals for the LDTC appropriate to the setting and the students served</b>	CST LDTC has no clear goals or the goals are inappropriate for either the situation or the age of the student(s).	CST LDTC's goals are rudimentary and only partially suitable for the situation and the age of the student(s).	CST LDTC's goals are clear and appropriate within the context of the educational setting and for the age/developmental level of the student(s).	CST LDTC's goals are highly appropriate and personalized based upon multiple factors within the context of the educational setting and for the age/developmental level of the student(s).

<b>1c: Critical Attributes</b>	<ul style="list-style-type: none"> <li>Goals are not appropriately aligned to meet the needs of the student population.</li> <li>Lack of collaboration with school or district colleagues in order to develop goals for direct services.</li> </ul>	<ul style="list-style-type: none"> <li>Goals have limited alignment for meeting the needs of the student population.</li> <li>Collaborates with school or district colleagues in the development of goals for direct services only when required.</li> </ul>	<ul style="list-style-type: none"> <li>Goals are clear and appropriate for meeting the needs of the student population.</li> <li>Collaborates with school or district colleagues in order to develop goals for direct services.</li> </ul>	<ul style="list-style-type: none"> <li>Goals are clear, appropriate, and highly personalized to the context of the educational setting.</li> <li>Seeks opportunities for ongoing dialogue with colleagues at school/district level to set goals.</li> <li>Goals show awareness of nondiscriminatory practices/assessments to protect against disproportionate labeling or special education identification of students.</li> </ul>
<b>1(c) EVIDENCE</b>  <b>SCORE</b>				
<b>1d: Considering possible interventions and instructional supports based on student needs</b>	CST LDTC does not consider possible academic interventions/supports for students.	CST LDTC considers possible academic interventions/ supports but inconsistently aligns supports to the specific needs of students.	CST LDTC considers possible evidence-based academic, interventions/supports that target the specific needs of students.	CST LDTC thoroughly considers possible evidence-based academic, interventions/ supports that target the specific needs of students and are connected to building/district goals.
<b>1d: Critical Attributes</b>	<ul style="list-style-type: none"> <li>Does not demonstrate knowledge of evidence-based interventions.</li> <li>Does not collaborate with school personnel in order to identify school-wide or special education interventions.</li> <li>Unable to suggest or identify appropriate interventions that meet the needs of students.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates limited knowledge of evidence-based interventions.</li> <li>Collaborates only when requested with school personnel in order to identify school-wide, or special education interventions.</li> <li>Limited suggestions for appropriate interventions to meet the needs of students.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates an understanding of the supports and interventions that are available to students.</li> <li>Frequently collaborates with school personnel in order to develop school-wide or special education interventions.</li> <li>Regularly suggests or identifies appropriate interventions that meet the needs of students.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates an extensive understanding of the supports and interventions that are available to students.</li> <li>Provides leadership when collaborating with school personnel in order to develop school-wide or special education interventions.</li> <li>Functions within a leadership role by researching interventions that are available to meet the needs of students and soliciting the obtainment of such materials.</li> </ul>

<b>1(d) EVIDENCE</b>				
<b>SCORE</b>				
<b>1e: Demonstrating knowledge of a variety of assessment instruments and identifying measures that are able to evaluate educational needs and eligibility for SE Services</b>	CST LDTC demonstrates little or no knowledge of assessment instruments and is unable to identify instruments that effectively evaluate educational needs and eligibility for SE services.	CST LDTC has limited knowledge of assessment instruments for systems, groups, and individuals and inconsistently identifies instruments that effectively evaluate educational needs and eligibility for SE services.	CST LDTC has knowledge of a variety of valid and reliable assessment instruments for systems, groups, and individuals and consistently identifies instruments that effectively evaluate educational needs and eligibility for SE services.	CST LDTC has extensive knowledge of valid and reliable assessment instruments for systems, groups, and individuals and always identifies instruments that effectively evaluate educational needs and eligibility for SE Services.
<b>1e: Critical Attributes</b>	<ul style="list-style-type: none"> <li>• Uses incorrect or inappropriate data sources.</li> <li>• Uses inappropriate or outdated instruments to evaluate educational needs, interventions, and progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Relies on limited data sources.</li> <li>• Suggests inappropriate instruments to evaluate educational needs, interventions, and progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Relies on a breadth of data sources.</li> <li>• Accurately selects this information to suggest appropriate instruments that evaluate educational needs, interventions, and progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Relies on a breadth of data sources.</li> <li>• Accurately selects information to make specific recommendations for effective instruments that evaluate educational needs, interventions, and progress.</li> <li>• Selects evaluation instruments based on specific student needs.</li> </ul>
<b>1(e) EVIDENCE</b>				

**RUBRIC FOR CHILD STUDY TEAM  
LEARNING DISABILITIES TEACHER CONSULTANT (LDTC)  
DOMAIN 2: THE ENVIRONMENT**

COMPONENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT (BASIC)	PROFICIENT	DISTINGUISHED
<b>2a: Establishing rapport with students, parents, and school personnel</b>	CST LDTC's interactions with students, staff, and parents are negative or inappropriate. Students appear uncomfortable in CST LDTC's environment.	CST LDTC's interactions with students, staff, and parents are a mix of positive and negative. CST School LDTC's efforts at developing rapport are inconsistent.	CST LDTC's interactions with students, staff, and parents are positive and respectful. Students appear comfortable in CST LDTC's environment.	CST LDTC creates an environment that is welcoming to diverse students and families, using knowledge of individual students' background information to guide interactions. Students, staff, and parents seek out CST LDTC, reflecting a high degree of comfort and trust in the relationship.
<b>2a: Critical Attributes</b>	<ul style="list-style-type: none"> <li>Lack of respect is observed in interactions with others.</li> <li>Students refuse to speak with CST LDTC.</li> <li>No effort is made toward repairing relationships or building rapport.</li> </ul>	<ul style="list-style-type: none"> <li>Interactions with others are inconsistent and there is limited respect demonstrated through words or actions to students, parents, and/or school personnel.</li> <li>Some students refuse to speak with CST LDTC.</li> <li>Inconsistent effort is made toward supporting respectful relationships and building rapport.</li> </ul>	<ul style="list-style-type: none"> <li>Respectful interactions with all stakeholders.</li> <li>Effort is made toward repairing relationships and building rapport.</li> <li>Establishes visibility in the school and is approachable to all.</li> <li>Has an "open door" policy for students, staff, and parents.</li> </ul>	<ul style="list-style-type: none"> <li>Parents, students, and staff regularly seek out the support of CST LDTC.</li> <li>Interactions with staff during consultation are respectful and reciprocal.</li> <li>Efforts are made to repair relationships and reestablish rapport with all stakeholders.</li> <li>CST LDTC is sought out by building/district administration to act in a leadership role or as a facilitator.</li> <li>Establishes visibility in the school/district and is approachable to all.</li> <li>Promotes an "open door" policy for students, staff, and parents.</li> </ul>

<b>2(a) EVIDENCE</b>				
<b>SCORE</b>				
<b>2b: Working toward establishing a positive culture and climate throughout the school</b>	CST LDTC makes no attempt to establish a culture for positive school climate in the testing environment and/or school. CST LDTC demonstrates a lack of knowledge and involvement in school-wide/academic supports and interventions.	CST LDTC inconsistently promotes a culture for positive school climate in the testing environment and/or school. CST LDTC has limited knowledge of school- wide/ academic supports and interventions.	CST LDTC consistently promotes a culture for positive school climate in the testing environment and/or school. CST LDTC demonstrates knowledge of school- wide/academic supports and interventions.	CST LDTC models and facilitates a culture for positive school climate throughout the school. CST LDTC demonstrates a vast knowledge of and involvement in school-wide/academic supports and interventions.
<b>2b: Critical Attributes</b>	<ul style="list-style-type: none"> <li>Unaware of or not invested in the culture and climate of the school.</li> <li>Does not participate in school-wide committees, leadership teams or committee meetings as needed.</li> <li>Does not participate in and doesn't have knowledge of the planning and/or implementation of academic interventions.</li> </ul>	<ul style="list-style-type: none"> <li>Has limited knowledge or commitment to supporting the culture and climate of the school.</li> <li>Participates when required in school-wide committees, leadership teams or committee meetings as needed.</li> <li>Limited participation in or demonstrates limited knowledge of the planning and/or implementation of academic interventions.</li> </ul>	<ul style="list-style-type: none"> <li>Aware of and actively works to enhance the culture and climate of the school.</li> <li>Participates in school-wide committees, leadership teams, or committee meetings as needed.</li> <li>Is involved in and demonstrates knowledge of the planning and implementation of academic interventions.</li> </ul>	<ul style="list-style-type: none"> <li>Invested in establishing a positive culture and climate throughout the school.</li> <li>Assumes a leadership role in school-wide committees, leadership teams or committee meetings as needed.</li> <li>Actively involved in and demonstrates a vast knowledge of the planning and implementation of academic interventions.</li> <li>Assists in the development and/or implementation of assessments in order to determine which areas of climate and culture need support.</li> </ul>
<b>2(b) EVIDENCE</b>				
<b>SCORE</b>				

<p><b>2c: Establishing and maintaining clear procedures for referrals and using time effectively</b></p>	<p>CST LDTC does not follow district and building referral procedures. CST LDTC exercises poor judgment in setting priorities, resulting in confusion and missed deadlines.</p>	<p>CST LDTC understands but does not consistently comply with district and building referral procedures. CST LDTC's time-management skills are moderately well developed; essential activities are carried out but not always in the most efficient manner.</p>	<p>CST LDTC understands and consistently adheres to building and district referral procedures. CST LDTC effectively sets priorities, resulting in the efficient completion of evaluations and other assigned job duties.</p>	<p>CST LDTC understands referral procedures, consistently adheres to those procedures, and has established himself or herself as a resource person for others to learn the referral procedures. CST LDTC demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner.</p>
<p><b>2c: Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>• Frequently leaves confidential materials in view of others and does not take proper measures to dispose of confidential materials.</li> <li>• Materials are lost, misplaced, or unsecured.</li> <li>• Does not respect copyright laws pertaining to assessment materials.</li> <li>• District procedures for maintaining student files/protocols are not followed.</li> <li>• Timelines are regularly not met by CST LDTC.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally leaves confidential materials in view of others and improperly disposes of confidential materials.</li> <li>• Materials are not easily accessible and not always secured.</li> <li>• Inconsistently adheres to copyright laws that pertain to assessment materials.</li> <li>• District procedures for maintaining student files/protocols are followed inconsistently.</li> <li>• Timelines are occasionally not met by CST LDTC.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidential materials are appropriately stored and disposed of properly (e.g., shredding).</li> <li>• Materials are readily available and secured.</li> <li>• Copyright laws pertaining to assessment instruments and protocols are respected.</li> <li>• District procedures for maintaining student files/protocols are followed.</li> <li>• Timelines are met by CST LDTC.</li> </ul>	<ul style="list-style-type: none"> <li>• Specific protocols of practice are used to ensure that materials are kept confidential and disposed of properly.</li> <li>• Materials are readily available and consistently secured.</li> <li>• Copyright laws pertaining to assessment instruments and protocols are consistently respected.</li> <li>• District procedures for maintaining student files/protocols are consistently followed.</li> <li>• CST LDTC coordinates team efforts to meet special education timelines.</li> </ul>
<p>2(c) EVIDENCE</p>          <p>SCORE</p>				

<p><b>2d: Establishing standards of student conduct in the evaluation and classroom environment and organizing that environment for optimal results</b></p>	<p>No standards of conduct have been established, and CST LDTC disregards or fails to address negative student behavior in the evaluation environment.</p>	<p>Standards of conduct appear to have been established for the evaluation environment. CST LDTC's attempts to monitor and correct negative student behavior in the evaluation environment are partially successful.</p>	<p>Standards of conduct have been established for the evaluation and counseling environment. CST LDTC monitors student behavior against those standards; response to students is appropriate, respectful, and consistent with school-wide expectations.</p>	<p>Standards of conduct have been established for the evaluation and counseling environment. CST LDTC's monitoring of students is subtle and preventive, students engage in self-monitoring of behavior, and the milieu serves as a model for other school staff.</p>
<p><b>2d: Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>• Does not collaborate with school personnel regarding student behavior.</li> <li>• Refuses to deal with crisis situations.</li> <li>• No environmental structure or behavior management techniques that support student behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborates infrequently with school personnel regarding student behavior.</li> <li>• Avoids dealing with crisis situations.</li> <li>• Uses same environmental structure or behavior management techniques regardless of student needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborates with school personnel regarding student behavior.</li> <li>• Helps defuse students in crisis.</li> <li>• Flexibly structures environment and employs techniques designed to effectively manage student behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• Sought out by school personnel in order to address student behavioral concerns.</li> <li>• Frequently sought out CST member to defuse students in crisis.</li> <li>• Flexibly structures environment and employs techniques designed to effectively manage and promote positive student behavior by responding to individual needs.</li> </ul>
<p><b>2(d) EVIDENCE</b></p> <p><b>SCORE</b></p>				



**RUBRIC FOR CHILD STUDY TEAM  
LEARNING DISABILITIES TEACHER CONSULTANT (LDTc)  
DOMAIN 3: DELIVERY OF SERVICE**

**L E V E L   O F   P E R F O R M A N C E**

<b>COMPONENT</b>	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT (BASIC)</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>3a: Demonstrating the ability to communicate effectively with students at their developmental level</b>	CST LDTc does not interact with students or engages in inappropriate interactions. Direct interactions with students are extremely limited or the purposes of such interactions are not clearly communicated with the student(s).	CST LDTc's communication with students is not always developmentally appropriate. The purpose of and directions for activities are not clearly expressed or developmentally appropriate.	CST LDTc effectively communicates with students using developmentally appropriate language. The purpose of and directions for activities are clearly expressed and developmentally appropriate.	CST LDTc's communication with students is consistently effective and uses developmentally appropriate language. The purpose of and directions for activities are clearly expressed, developmentally appropriate, and generalizable to other settings.
<b>3a: Critical Attributes</b>	<ul style="list-style-type: none"> <li>• Interactions with students are disrespectful, condescending, or inappropriate to the students' developmental level.</li> <li>• Boundaries between CST LDTc and students are inappropriate.</li> <li>• No expectations for or explanations of activities are given to students.</li> </ul>	<ul style="list-style-type: none"> <li>• Boundaries between CST LDTc and students are unclear.</li> <li>• Uses confusing or developmentally inappropriate language when interacting with students.</li> <li>• Inconsistent expectations for or explanations of activities are given to students.</li> </ul>	<ul style="list-style-type: none"> <li>• Boundaries between CST LDTc and students are clear and developmentally appropriate.</li> <li>• As developmentally appropriate, students are included in discussions about their education and needs.</li> <li>• Expectations for or explanations of activities are clearly communicated to students.</li> </ul>	<ul style="list-style-type: none"> <li>• Boundaries between CST LDTc and students are explicit and understood by students, families, and staff.</li> <li>• Students are involved in personalized discussions about their education and needs.</li> <li>• Expectations for or explanations of activities are communicated in a variety of ways to students.</li> <li>• CST LDTc uses student feedback in order to make recommendations.</li> </ul>

**3(a) EVIDENCE**

**SCORE**





**RUBRIC FOR CHILD STUDY TEAM  
LEARNING DISABILITIES TEACHER CONSULTANT (LDTc)  
DOMAIN 3: DELIVERY OF SERVICE (continued)**

COMPONENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT (BASIC)	PROFICIENT	DISTINGUISHED
<b>3d: Administering and interpreting the appropriate assessments in order to make a thorough evaluation of student educational needs</b>	CST LDTc does not adhere to standardization procedures when administering assessments or does not score assessments accurately.	CST LDTc administers assessments adhering to standardization procedures and accurately scores assessments. CST LDTc either does not synthesize evaluation data accurately or prepares paperwork that is not understandable to school staff.	CST LDTc properly administers assessments adhering to standardization procedures. CST LDTc scores and interprets assessments and prepares paperwork that accurately synthesizes evaluation data in a manner understandable to school staff.	CST LDTc properly administers assessments adhering to standardization procedures. CST LDTc scores and interprets assessments and prepares paperwork that accurately synthesizes evaluation data that are understandable to students (when appropriate), parents, and school staff, and the assessments meaningfully contribute to eligibility determinations.
<b>3d: Critical Attributes</b>	<ul style="list-style-type: none"> <li>• Does not use appropriate assessment materials.</li> <li>• Does not follow standardized procedures when evaluating.</li> <li>• Reports are full of errors, are unclear, and contain professional jargon.</li> <li>• Evaluation results do not inform or guide interventions, eligibility, or supports.</li> </ul>	<ul style="list-style-type: none"> <li>• Has limited knowledge about available assessment materials or uses inappropriate assessments.</li> <li>• Follows standardized procedures for evaluation inconsistently.</li> <li>• Reports are a mixture of professional jargon and "layman's" terms and are unclear to parents and staff.</li> <li>• Evaluation results provide limited guidance in the development of interventions, eligibility, or supports.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledgeable about available assessments and uses the appropriate instruments to answer questions based upon student characteristics.</li> <li>• Follows standardized administration procedures.</li> <li>• Reports rely on the use of "layman's" terms to ease comprehension for parents and staff.</li> <li>• Evaluation results inform and guide interventions, eligibility, and supports.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledgeable about a variety of assessments and selects the most appropriate instruments for addressing unique student characteristics.</li> <li>• Proficient in assessing a variety of student needs (e.g., autism, nonverbal, executive functioning, cognitive impairments).</li> <li>• Proficient in building rapport with students during assessment in order to obtain valid results.</li> <li>• Reports are understandable to parents and staff and include examples of student performance.</li> <li>• Results meaningfully contribute to the determination of interventions, eligibility, and supports.</li> </ul>

<b>3(d) EVIDENCE</b>				
<b>SCORE</b>				
<b>3e: Demonstrating flexibility, adaptability, and responsiveness when working with staff, students, and parents</b>	CST LDTC avoids input from staff, students, and parents and adheres to rigid procedures even when they are proven ineffective.	CST LDTC responds reluctantly to staff, student, and parent input and may make minor changes in response to students' needs.	CST LDTC makes changes as needed in response to staff, student, and parent input, and demonstrates flexibility and adaptability to students' needs.	CST LDTC readily and courteously responds to staff, student, and parent input and proactively anticipates students' needs. CST LDTC collaboratively seeks ways to improve the responsiveness of the school- wide environment to students' needs.
<b>3e: Critical Attributes</b>	<ul style="list-style-type: none"> <li>• Knowledge of students' needs and interests does not drive recommendations.</li> <li>• Has very limited approaches within his/her repertoire to address the diverse needs of students.</li> <li>• During unexpected situations, CST LDTC does not assist.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of students' needs and interests does not drive recommendations; rather, CST LDTC adheres to a predetermined approach.</li> <li>• Has limited approaches within his/her repertoire to address diverse needs of students.</li> <li>• During unexpected situations, CST LDTC responds only when directed by administration.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of students' needs and interests drives recommendations.</li> <li>• Has a variety of approaches within his/her repertoire to address the diverse needs of students.</li> <li>• During unexpected situations, CST LDTC responds flexibly with usage of his/her time and adjustment of priorities.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of students' needs and interests consistently drives recommendations.</li> <li>• Has a multitude of approaches within his/her repertoire to address the diverse needs of students.</li> <li>• During unexpected situations, CST LDTC responds flexibly with usage of his/her time and adjustment of priorities and assists other schools and/or staff within the district as needed.</li> </ul>
<b>3(e) EVIDENCE</b>				
<b>SCORE</b>				

**RUBRIC FOR CHILD STUDY TEAM  
LEARNING DISABILITIES TEACHER CONSULTANT (LDTC)  
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

**L E V E L   O F   P E R F O R M A N C E**

COMPONENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT (BASIC)	PROFICIENT	DISTINGUISHED
<b>4a: Reflecting on professional practice</b>	CST LDTC does not reflect on practice or the reflections are inaccurate or self-serving.	CST LDTC's reflection on practice is moderately accurate and objective without citing specific examples, and with only generic suggestions as to how it might be improved.	CST LDTC's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics; CST LDTC makes some specific suggestions as to how his/her performance might be improved.	CST LDTC's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students; CST LDTC draws on an extensive repertoire to suggest alternative strategies.
<b>4a: Critical Attributes</b>	<ul style="list-style-type: none"> <li>Does not assess the effectiveness of professional practice.</li> <li>Unable to communicate personal strengths and weaknesses or ways that professional practice can be improved.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently assesses the effectiveness of professional practice.</li> <li>Ineffectively communicates personal strengths and weaknesses or ways that professional practice can be improved.</li> </ul>	<ul style="list-style-type: none"> <li>Accurately assesses the effectiveness of professional practice.</li> <li>Able to effectively communicate personal strengths and weaknesses, as well as ways that professional practice can be improved.</li> </ul>	<ul style="list-style-type: none"> <li>Regularly and accurately assesses the effectiveness of professional practice.</li> <li>Engages in dialogue with administration and/or colleagues about personal strengths and weaknesses, as well as ways that professional practice can be improved.</li> </ul>
<b>4(a) EVIDENCE</b>				
<b>SCORE</b>				

<b>4b: Maintaining accurate records</b>	CST LDTC does not have a system for monitoring deadlines; many evaluations are not completed by the deadline.	CST LDTC has a rudimentary system for monitoring deadlines and completes most evaluations and reevaluations before the deadline.	CST LDTC has developed an effective system for ensuring the completion of all evaluations and reevaluations on or before the deadline.	CST LDTC has developed an effective system for ensuring the timely completion of all evaluations and reevaluations and proactively communicates timelines to case managers and related service personnel.
<b>4b: Critical Attributes</b>	<ul style="list-style-type: none"> <li>Records are inaccurate and/or unavailable.</li> <li>Does not follow procedures for obtaining and maintaining records.</li> <li>Does not attend trainings/in-services provided by the district about updates to district/legal mandates.</li> <li>No data management system.</li> </ul>	<ul style="list-style-type: none"> <li>Records are somewhat accurate and inconsistently accessible.</li> <li>Inconsistently follows procedures for obtaining and maintaining records.</li> <li>Sporadically attends trainings/in-services provided by the district about updates to district/legal mandates.</li> <li>Inconsistent data management system.</li> </ul>	<ul style="list-style-type: none"> <li>Records are accurate and accessible when needed.</li> <li>Follows correct procedures for obtaining and maintaining records.</li> <li>Attends trainings/in-services provided by the district about updates to district/legal mandates.</li> <li>Utilizes an effective data management system and can readily access data.</li> </ul>	<ul style="list-style-type: none"> <li>Records are always accurate and accessible when needed.</li> <li>Follows correct procedures for obtaining and maintaining records.</li> <li>Regularly attends trainings/in-services about updates to district/legal mandates and disseminates this information to colleagues.</li> <li>Can produce and explain his/her data.</li> </ul>
<b>4(b) EVIDENCE</b>           <b>SCORE</b>				

<p><b>4c: Collaborating with teachers, administrators, parents, students, and appropriate community supports</b></p>	<p>CST LDTC does not respond to staff and parent requests for information.</p>	<p>CST LDTC is inconsistent in responding to staff and parent requests for information.</p>	<p>CST LDTC initiates contact with teachers and administrators to confer regarding student needs, and responds promptly and appropriately to parent inquiries.</p>	<p>CST LDTC proactively seeks out teachers and administrators to confer regarding student needs, and initiates contact with parents and appropriate community supports.</p>
<p><b>4c: Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>• Little or no information regarding students or the services that are provided is available to parents, staff, and/or community agencies.</li> <li>• Does not respond to communication requests made by students, parents, staff, and/or community agencies.</li> <li>• Communication during meetings or consultation is ineffective or disrespectful.</li> <li>• Does not advocate for the best interests of the student.</li> </ul>	<ul style="list-style-type: none"> <li>• Some information regarding students or the services that are provided is articulated to parents, staff, and/or community agencies.</li> <li>• Slow to respond to communication requests made by students, parents, staff, and/or community agencies.</li> <li>• Communication during meetings or consultation can be ineffective.</li> <li>• Inconsistently advocates for the best interests of the student.</li> </ul>	<ul style="list-style-type: none"> <li>• Information regarding students and the services that are provided is regularly articulated to parents, staff, and/or community agencies.</li> <li>• Knowledgeable about the services of community agencies and makes attempts to involve and communicate student progress with them.</li> <li>• Responds to communication requests made by students, parents, staff, and/or community agencies in a timely fashion.</li> <li>• Communication during meetings or consultation is effective and meaningful.</li> <li>• Advocates for the best interests of the student.</li> </ul>	<ul style="list-style-type: none"> <li>• Information regarding students and the services that are provided are initiated by the CST LDTC and are well articulated to parents, staff, and/or community agencies.</li> <li>• Highly knowledgeable about the services of community agencies and makes multiple attempts to involve and communicate student progress with them.</li> <li>• Initiates communication and responds to requests made by students, parents, staff, and/or community agencies.</li> <li>• Facilitates effective communication during meetings or consultation.</li> <li>• Always advocates for the best interests of the student.</li> </ul>
<p><b>4(c) EVIDENCE</b></p>              <p><b>SCORE</b></p>				



**RUBRIC FOR CHILD STUDY TEAM  
LEARNING DISABILITIES TEACHER CONSULTANT (LDTC)  
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES *(continued)***

**L E V E L   O F   P E R F O R M A N C E**

COMPONENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT (BASIC)	PROFICIENT	DISTINGUISHED
<b>4d: Participating in a professional community</b>	CST LDTC does not consistently attend required school and required district meetings. CST LDTC's relationships with colleagues are negative or unprofessional.	CST LDTC inconsistently attends required school and required district meetings, is often late, or does not contribute to the meetings. CST LDTC's relationships with colleagues are cordial.	CST LDTC attends required school and required district meetings, is punctual, and actively participates. CST LDTC maintains positive and productive relationships with colleagues.	CST LDTC makes a substantial contribution to school and district meetings, participates on district-level committees, and assumes a leadership role with colleagues.
<b>4d: Critical Attributes</b>	<ul style="list-style-type: none"> <li>• Does not participate in professional collaboration.</li> <li>• Does not attend department meetings.</li> <li>• Aversive to feedback from colleagues and administration.</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently accepts feedback from colleagues and administration.</li> <li>• Participates in professional collaboration but does not contribute.</li> <li>• Inconsistently attends and rarely participates in department meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Accepts feedback from colleagues and administration in order to improve practice.</li> <li>• Regularly participates in professional collaboration and makes contributions.</li> <li>• Consistently attends and participates in department meetings.</li> <li>• Provides in-services or presentations to team.</li> <li>• Participates on and contributes to building-level committees as requested.</li> </ul>	<ul style="list-style-type: none"> <li>• Solicits feedback from colleagues and administration in order to improve practice.</li> <li>• Assumes a leadership role in professional collaboration.</li> <li>• Consistently attends and provides expertise in department meetings.</li> <li>• Provides in-services or presentations to staff, parents, department, colleagues, or other professionals outside of the district.</li> <li>• Participates on and contributes to district-level committees.</li> </ul>
<b>4(d) EVIDENCE</b>				
<b>SCORE</b>				

<b>4e: Engaging in professional development</b>	CST LDTC does not participate in professional development activities, even when such activities are recommended by supervisor(s) for the development of skills.	CST LDTC's participation in professional development activities is limited to those that are convenient or are required.	CST LDTC seeks out opportunities for professional development based on an individual assessment of need.	CST LDTC provides a leadership role in seeking out professional development opportunities for increasing knowledge of best practices and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
<b>4e: Critical Attributes</b>	<ul style="list-style-type: none"> <li>• Does not seek opportunities for continued professional development.</li> <li>• Does not participate in any activity that might enhance knowledge or skill.</li> <li>• Purposefully resists discussing performance with supervisors or colleagues.</li> <li>• Makes no effort to participate in professional organizations.</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely seeks opportunities for continued professional development.</li> <li>• Participates in professional development when required.</li> <li>• Reluctantly accepts feedback from supervisors and colleagues.</li> <li>• Rarely participates in professional organizations.</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks regular opportunities for continued professional development.</li> <li>• Welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback.</li> <li>• Actively participates in organizations designed to contribute to the profession.</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks regular opportunities for continued professional development, including initiating action research.</li> <li>• Actively seeks feedback from supervisors and colleagues.</li> <li>• Takes an active leadership role in professional organizations in order to contribute to the profession.</li> </ul>
<b>4(e) EVIDENCE</b>  <b>SCORE</b>				
<b>4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality</b>	CST LDTC displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	CST LDTC is honest in interactions with colleagues, students, and the public; plays a moderate advocacy role for students; and does not violate norms of confidentiality.	CST LDTC displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	CST LDTC can be counted on to uphold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues in advocating for students' learning needs.

<b>4f: Critical Attributes</b>	<ul style="list-style-type: none"> <li>• Is dishonest.</li> <li>• Does not notice the needs of students.</li> <li>• Engages in practices that are self-serving.</li> <li>• Willfully rejects district regulations.</li> </ul>	<ul style="list-style-type: none"> <li>• Is consistently honest.</li> <li>• Notices the needs of students but is inconsistent in addressing them.</li> <li>• Does not notice that practices are ineffective or that they result in poor outcomes for students.</li> <li>• Complies with district regulations.</li> </ul>	<ul style="list-style-type: none"> <li>• Is consistently honest and known for having high standards of integrity.</li> <li>• Actively addresses student needs.</li> <li>• Actively works to provides opportunities for student success within educational placement.</li> <li>• Complies with district regulations.</li> </ul>	<ul style="list-style-type: none"> <li>• Is considered a leader in terms of honesty, integrity, and confidentiality.</li> <li>• Proactively addresses student needs.</li> <li>• Makes a concerted effort to ensure opportunities are available for student success within educational placement.</li> <li>• Takes a leadership role regarding district regulations.</li> </ul>
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**4(f) EVIDENCE**

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**SCORE**

Primary Evaluator\_\_\_\_\_

Date\_\_\_\_\_

Total Score\_\_\_\_\_

Clinician\_\_\_\_\_

Date\_\_\_\_\_

(Signature indicates staff member has read and received a copy of this evaluation)