

HAMMONTON PUBLIC SCHOOLS
EVALUATION RUBRIC FOR GUIDANCE COUNSELORS, SAC, AND NURSES

Domain 1: Planning and Preparation
 Component 1a: Demonstrating Knowledge of Role as a Related Service Provider

ELEMENT	LEVEL OF PERFORMANCE				
	NA	PLAN of IMPROVEMENT	BASIC	EFFECTIVE	DISTINGUISHED
Knowledge of Provider's Specific Professional Discipline		<i>Provider does not have knowledge of his/her professional discipline as it relates to the educational setting.</i>	<i>Provider displays basic knowledge of his/her professional discipline as it relates to the educational setting.</i>	<i>Provider displays solid knowledge of his/her professional discipline as it relates to the educational setting.</i>	<i>Provider displays extensive knowledge of his/her professional discipline as it relates to the educational setting.</i>
Comments:					
Availability to Staff and Parents		<i>Provider display little effort to be available to staff and parents.</i>	<i>Provider display some effort to be available to staff and parents.</i>	<i>Provider is regularly available to staff and parents.</i>	<i>Provider is regularly available to staff and parents and is flexible regarding the needs of staff and parents.</i>
Comments:					
Suggestions of Appropriate Interventions		<i>Provider displays little understanding of the issues that impact student learning.</i>	<i>Provider displays basic understanding of the issues that impact student learning.</i>	<i>Provider makes meaningful recommendations based on current research of best educational practices.</i>	<i>Provider makes meaningful recommendations based on current research of best educational practices and continues to search for updated research.</i>
Comments:					

HAMMONTON PUBLIC SCHOOLS
EVALUATION RUBRIC FOR GUIDANCE COUNSELORS, SAC, AND NURSES

Domain 1: Planning and Preparation
 Component 1b: Demonstrating Knowledge of Students

ELEMENT	LEVEL OF PERFORMANCE				
	NA	PLAN of IMPROVEMENT	BASIC	EFFECTIVE	DISTINGUISHED
Knowledge of Characteristics of Age Group		<i>Provider displays minimal knowledge of developmental characteristics of age group.</i>	<i>Provider displays general knowledge of developmental characteristics of age group.</i>	<i>Provider displays thorough understanding of typical developmental characteristics of age group, as well as exceptions to general patterns.</i>	<i>Provider displays thorough understanding of typical developmental characteristics of age group, exceptions to the patterns, and how this impacts upon learning.</i>
Comments:					
Knowledge of Students' Varied Approaches to Learning		<i>Provider is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and "intelligences".</i>	<i>Provider displays general understanding of the different approaches to learning that students exhibit.</i>	<i>Provider displays solid understanding of the different approaches to learning that students exhibit.</i>	<i>Provider uses knowledge of students' varied approaches to learning in providing services / consultation.</i>
Comments:					
Knowledge of Students' Skills and Abilities		<i>Provider displays little knowledge of students' skills, abilities, and behaviors.</i>	<i>Provider recognizes the value of understanding students' skills, abilities, and behaviors.</i>	<i>Provider displays knowledge of students' skills, abilities, and behaviors and recognizes the value of his/her knowledge.</i>	<i>Provider displays knowledge of students' skills, abilities, and behaviors and recognizes the value of his/her knowledge and provides appropriate interventions.</i>
Comments:					

HAMMONTON PUBLIC SCHOOLS
EVALUATION RUBRIC GUIDANCE COUNSELORS, SAC, AND NURSES

Domain 1: Planning and Preparation
 Component 1c: Assist in Development of Educational Programs

ELEMENT	LEVEL OF PERFORMANCE				
	NA	PLAN of IMPROVEMENT	BASIC	EFFECTIVE	DISTINGUISHED
Development of Individual Student Educational Goals		<i>Goals are neither suitable nor do they permit viable methods of assessment.</i>	<i>Goals are only moderately suitable. Some goals do not permit viable methods of assessment.</i>	<i>Most goals are suitable, and most permit viable assessment.</i>	<i>All goals are suitable, and most permit viable assessment.</i>
Comments:					
Selection of Appropriate Service Placement for Individual Students		<i>Provider does not recommend suitable placements for students.</i>	<i>Provider sometimes recommends suitable placements for students.</i>	<i>Overall the provider recommends suitable placements for students.</i>	<i>Provider carefully selects suitable placements for students taking all factors into consideration.</i>
Comments:					

HAMMONTON PUBLIC SCHOOLS
EVALUATION RUBRIC for SPEECH-LANGUAGE SPECIALISTS and OCCUPATIONAL THERAPISTS

Domain 1: Planning and Preparation
 Component 1d: Demonstrating Knowledge of Resources

ELEMENT	LEVEL OF PERFORMANCE				
	NA	PLAN of IMPROVEMENT	BASIC	EFFECTIVE	DISTINGUISHED
Resources for Provider		<i>Provider is unaware of or does not use resources available through the school, district, or community.</i>	<i>Provider displays limited awareness / use of resources available through the school, district, or community.</i>	<i>Provider is fully aware of and uses resources available through the school, district, or community.</i>	<i>Provider uses school and district resources and actively seeks other materials from professional organizations and community.</i>
Comments:					
Resources for Students		<i>Provider is unaware of or does not use resources available to assist students who need them.</i>	<i>Provider displays limited awareness / use of resources available through the school or district.</i>	<i>Provider is fully aware of and uses resources available through the school or district.</i>	<i>Provider uses school and district resources and actively seeks other materials from professional organizations and community.</i>
Comments:					

HAMMONTON PUBLIC SCHOOLS
GUIDANCE COUNSELORS, SAC AND NURSES

Domain 1: Planning and Preparation
 Component 1e: Scheduling and Time Management

ELEMENT	LEVEL OF PERFORMANCE				
	NA	PLAN of IMPROVEMENT	BASIC	EFFECTIVE	DISTINGUISHED
Planning Log		<i>Provider does not hand in related services planning log quarterly.</i>	<i>Provider sometimes hands in related services planning log quarterly.</i>	<i>Provider always hands in related services planning log quarterly.</i>	<i>Provider always hands in related services planning log quarterly, and it reflects good time management.</i>
Comments:					
Meeting Schedules within Required Timelines		<i>Provider displays little effort to meeting timelines when scheduling meetings.</i>	<i>Provider displays some effort to meeting timelines when scheduling meetings.</i>	<i>Provider always meets timelines when scheduling meetings.</i>	<i>Provider always meets timelines when scheduling meetings with anticipation of unique needs.</i>
Comments:					
Proper Notification of Scheduled Meetings		<i>Provider displays little effort to provide proper meeting notifications.</i>	<i>Provider displays some effort to provide proper meeting notifications.</i>	<i>Provider always provides proper meeting notifications.</i>	<i>Provider always provides proper meeting notifications.</i>
Comments:					

EVALUATION RUBRIC FOR GUIDANCE COUNSELORS, SAC, AND NURSES

Domain 2: Student Assessment and Evaluation
Component 2a: Developing Respect and Rapport

ELEMENT	LEVEL OF PERFORMANCE				
	NA	UNSATISFACTORY	DEVELOPING	EFFECTIVE	DISTINGUISHED
Interactions with Students		<i>Provider's interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for Provider.</i>	<i>Provider / student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for Provider.</i>	<i>Provider / student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for Provider.</i>	<i>Provider demonstrates genuine caring and respect for individual students. Students exhibit respect for Provider as an individual, beyond his / her traditional role.</i>
Comments:					
Interactions with Parents		<i>Provider's interaction with at least some parents is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Parent exhibits disrespect for Provider.</i>	<i>Provider / parent interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for parents' cultures. Parent exhibits only minimal respect for Provider.</i>	<i>Provider / parent interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Parent exhibits respect for Provider.</i>	<i>Provider demonstrates genuine caring and respect for individual parents. Parent exhibits respect for Provider as an individual, beyond his / her traditional role.</i>
Comments:					
Interactions with Staff Members		<i>Provider's interaction with at least some staff members is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Staff members exhibit disrespect for Provider.</i>	<i>Provider / staff member interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for staff members' cultures. Staff members exhibit only minimal respect for Provider.</i>	<i>Provider / staff member interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Staff members exhibit respect for Provider.</i>	<i>Provider demonstrates genuine caring and respect for individual staff members. Staff members exhibit respect for Provider as an individual, beyond his / her traditional role.</i>
Comments:					

EVALUATION RUBRIC for GUIDANCE COUNSELORS, SAC, AND NURSES

Domain 2: Student Assessment and Evaluation

Component2b: Data Gathering

ELEMENT	LEVEL OF PERFORMANCE				
	NA	UNSATISFACTORY	DEVELOPING	EFFECTIVE	DISTINGUISHED
Student Observation		<i>Provider conducts observations of student's behavior and classroom performance but is unable to focus on identified problems.</i>	<i>Provider conducts observations of student's behavior and classroom performance and may be able to focus on identified problems.</i>	<i>Provider conducts observations of student's behavior and classroom performance with a focus on identified problems.</i>	<i>Provider conducts observations of student's behavior and classroom performance with a focus on identified problem and provides valuable feedback..</i>
Comments:					
Student / Parent Interview		<i>Provider is unable to gather background information, gain parent / student perception, and gather information regarding general home / school relations when conducting parent / student interviews.</i>	<i>Provider is sometimes able to gather background information, gain parent / student perception, and gather information regarding general home / school relations when conducting parent / student interviews.</i>	<i>Provider conducts parent / student interviews to gather background information, gain parent / student perception, and gather information regarding home / school relations.</i>	<i>Provider is always able to gather detailed background information, gain parent / student perception, and gather information regarding general home / school relations when conducting parent / student interviews.</i>
Comments:					
Formal / Informal Testing		<i>Assessment can be inaccurate, and results minimally affect planning for student.</i>	<i>Assessment may be accurate, and results affect planning for student.</i>	<i>Assessment is accurate, and results affect planning for student.</i>	<i>Assessment is always accurate and thorough with ample data to positively affect planning for student.</i>
Comments:					

EVALUATION RUBRIC GUIDANCE COUNSELORS, SAC, AND NURSES

Domain 2: Student Assessment and Evaluation

Component 2c: Evaluation Report

ELEMENT	LEVEL OF PERFORMANCE				
	NA	UNSATISFACTORY	DEVELOPING	EFFECTIVE	DISTINGUISHED
Written Report		<i>Provider does not complete written reports that contain all required components.</i>	<i>Provider sometimes completes written reports that contain all required components.</i>	<i>Provider always completes written reports that contain all required components.</i>	<i>Provider always completes written reports that contain all required components and additional information that is useful but not required.</i>
Comments:					
Sharing Data with Parents and Staff Members		<i>Provider is not successful in communicating results of standardized and functional data.</i>	<i>Provider is sometimes successful in communicating results of standardized and functional data.</i>	<i>Provider successfully communicates results of standardized and functional data.</i>	<i>Provider successfully communicates results of standardized and functional data for all disciplines as needed.</i>
Comments:					

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Domain 3: Fulfillment of Professional Responsibilities

Component 3a: Serves as a Consultant to Intervention and Referral Services and Other Staff Members

ELEMENT	LEVEL OF PERFORMANCE				
	NA	UNSATISFACTORY	DEVELOPING	EFFECTIVE	DISTINGUISHED
Availability to Staff and Parents		<i>Provider displays little effort to be available to staff and parents.</i>	<i>Provider displays some effort to be available to staff and parents.</i>	<i>Provider is regularly available to staff and parents.</i>	<i>Provider is regularly available to staff and parents and is flexible regarding the needs of staff and parents.</i>
Comments:					
Suggestions and Implementation of Appropriate Interventions		<i>Provider displays little understanding of educational issues involved in students' academic and social / emotional functioning.</i>	<i>Provider displays basic understanding of educational issues involved in students' academic and social / emotional functioning.</i>	<i>Provider displays solid understanding of educational issues involved in students' academic and social / emotional functioning and makes meaningful recommendations based on current research of best educational practices.</i>	<i>Provider displays solid understanding of educational issues involved in students' academic and social / emotional functioning. He/she makes meaningful recommendations based on current research of best educational practices and continues to search for updated research.</i>
Comments:					
Monitoring of Effectiveness of Interventions		<i>Provider seldom monitors effectiveness of interventions suggested to staff members.</i>	<i>Provider sometimes monitors effectiveness of interventions suggested to staff members.</i>	<i>Provider frequently monitors effectiveness of interventions suggested to staff members.</i>	<i>Provider frequently monitors effectiveness of interventions suggested to staff members utilizing best practice collab-</i>

					<i>oration techniques.</i>
Comments:					

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 Domain 3: Professional Responsibilities
 Component 3b: Growing and Developing Professionally

ELEMENT	LEVEL OF PERFORMANCE				
	NA	UNSATISFACTORY	DEVELOPING	EFFECTIVE	DISTINGUISHED
Enhancement of Content Knowledge and Educational Skills		<i>Provider engages in no professional development activities to enhance knowledge or skills.</i>	<i>Provider participates in professional development activities to a limited extent when they are convenient.</i>	<i>Provider seeks out opportunities for professional development to enhance content knowledge and educational skills.</i>	<i>Provider seeks out opportunities for professional development and makes a systematic attempt to incorporate new techniques in his/her practice.</i>
Comments:					
Relationships with Colleagues		<i>Provider's relationships with colleagues are negative.</i>	<i>Provider maintains cordial relationships with colleagues in order to fulfill the duties that the school or district requires.</i>	<i>Support and cooperation characterize the Provider's relationships with colleagues.</i>	<i>Support and cooperation characterize the Provider's relationships with colleagues. Provider takes initiative in assuming a leadership role among the staff.</i>
Comments:					
Relationships with Administration		<i>Provider's relationships with administration are negative.</i>	<i>Provider maintains cordial relationships with administration in order to fulfill the duties that the school or district requires.</i>	<i>Provider responds well to suggestions for improvement and can adjust easily to changes in procedures.</i>	<i>Provider responds well to suggestions for improvement and can adjust easily to changes in procedures. Provider takes initiative in assuming delegated responsibilities.</i>

Comments:					
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