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1000 Thomas Jefferson Street NW
Washington, DC 20007-3835

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Julie A. Brilli
Teacher Education, Professional Development and Licensing
Wisconsin Department of Education
125 South Webster Street
Madison, WI 53703

Dear Ms. Brilli,

Thank you very much for your request for sample rubrics written for specialists. We are happy to provide you with some more information. Below we provide links to some rubrics you may be interested in with a brief description of each rubric. The first heading provides links to rubrics that can be used with multiple types of educators. The remaining headings provide links to specialized rubrics. Please note that some districts have modified validated rubrics such as Charlotte Danielson's *Framework for Teaching* (FFT) and the National Institutes for Excellence in Teaching's (NIET) TAP rubric. **To our knowledge none of these rubrics were created or vetted by Danielson or NIET.**

Instructional Support/Social Services Personnel (General)

Massachusetts Model System for Educator Evaluation Specialized Instructional Support Personnel Rubric
http://www.doe.mass.edu/edeval/model/PartIII_AppxD.pdf

This rubric is designed to evaluate specialized instructional support personnel, which includes school counselors, school psychologists, school nurses, and other professionals who provide direct services to a caseload of students. It divides indicators into four standards: curriculum, planning, and assessment; teaching all students; family and community engagement; and professional culture. The rubric includes descriptions of four levels of practice: exemplary, proficient, needs improvement, and unsatisfactory.

Tennessee Educator Acceleration Model (TEAM) School Services Personnel Rubric
http://team-tn.org/assets/educator-resources/TEAM_School_Services_Personnel_Rubric.pdf

The TEAM School Services Personnel Rubric is intended to be used with school audiologists, counselors, social workers, psychologists, and speech/language therapists. The rubric can also be used at a district's discretion with with instructional coaches, case managers, and graduation coaches who do not have instructional responsibilities. Teachers use the TAP rubric for their evaluation, and the TEAM School Services Personnel Rubric looks very similar to the TAP rubric. It is divided into three domains: delivery of services, planning of services, and environment. The rubric also describes three levels of performance: significantly above expectations, at expectations, and significantly below expectations.

Juneau School District Rubric for Evaluating Speech/Language Pathologist
http://www.juneauschools.org/uploads/hr/Evaluation%20for%20Speech%20Therapist.pdf

Juneau School District (HI) has a rubric available online that can be used to evaluate speech and language therapists, occupational therapists, and physical therapists. The rubric is divided into two domains: one that applies to special services broadly and one based on speech, occupational therapy, and physical therapy standards. The rubric includes descriptions of four levels of performance: distinguished, proficient, emerging/basic, and unsatisfactory.

Library Media Specialists

A 21st-Century Approach to School Librarian Evaluation
http://www.ala.org/aasl/guidelinesandstandards/evalworkbook

This workbook uses the American Association of School Librarians' *Empowering Learners* program guidelines as a basis for an evaluation rubric. This resource is available at cost through the American Library Association store.

TEAM Librarian/Media Specialist Rubric
http://tn.gov/firsttothetop/docs/Rubric_Library_Media_Specialist.pdf

All certified library media specialists in Tennessee receive annual observations. This modified version of the TAP rubric can be used for observations of library/media specialists. Like the TAP rubric, this rubric is divided into three domains: instruction, planning of services, and environment. The rubric provides descriptions of practice at three levels: significantly above expectations, at expectations, and significantly below expectations.

EDUCATEAlabama School Librarian Continuum
http://alex.state.al.us/leadership/EDUCATEAL/SchoolLibrarianContinuum8-24-12.pdf

The Alabama Department of Education developed this continuum in response to requests from school librarians for a rubric that related the Alabama Quality Teaching Standards to their profession. This cumulative rubric organizes indicators by teaching standard and includes descriptions of five levels of practice: innovating, integrating, applying, emerging, and pre-service and beginning. The tool is used as a self-assessment.

The State Education Department School Library Media Program Evaluation
http://www.p12.nysed.gov/technology/library/SLMPE_rubric/documents/SLMPE_rubric.pdf

This rubric, housed on the New York State Education Department (NYSED) website, is divided into three domains: teaching for learning, building the learning environment, and empowering learning through leadership. Each element has a description of practice for four levels: distinguished, proficient, basic, and below basic. The NYSED website states this instrument was developed as a self-assessment for use by librarians, teachers, parents, students, administrators, and school community members to assess the Library media program.

Georgia Department of Education 2012 Library Media Program Self-Evaluation Rubric
http://www.doe.k12.ga.us/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/Rubric12.pdf

The Georgia Department of Education 2012 Library Media Program Self-Evaluation Rubric consists of five categories of target indicators: student achievement and instruction; staffing; facilities, access and

resources; administrative support; staff development. This rubric appears to be designed to evaluate the entire program, not just its specialists. There is additional space for a sixth category where other indicators may be listed that describes the quality of the school library media program as it relates to technology integration. The rubric includes descriptors for three levels of proficiency: exemplary, proficient, and basic.

Okaloosa County School District Teacher Evaluation Handbook
http://www.okaloosaschools.com/files/school-district/professional-development/_docs/2012-2013%20September%2020%202012%20Teacher%20Evaluation%20Handbook-final.pdf

Pages 85-95 of this document contain a modified version of the *FFT* that is intended to be used with library media specialists in Okaloosa County (FL). This document is in draft form.

Library/Media Specialists Rubric
http://apps.ksbe.edu/kapiina/sites/apps.ksbe.edu.kapiina/files/Librarian_Rubric_REVISED_FINAL_12_6_10.pdf

This rubric is also a modified version of the *FFT* available through the Kamehameha Schools (HI) website.

Marion County Instructional Evaluation System Library/Media Specialists Rubrics
http://www.marion.k12.fl.us/dept/std/PASForms/Instructional/MCIES%20Library%20Media%20Specialists%20%20Rubrics%208-2011.pdf

This rubric from Marion County (FL) appears to be a modified form of the *FFT*. The rubric includes four domains: planning and preparation, the environment, delivery of service, and professional responsibilities.

Speech/Language Pathologists

Performance Assessment of Contributions of Effectiveness of Speech-Language Pathologists
http://www.asha.org/uploadedFiles/SLPs-Performance-Assessment-Contributions-Effectiveness.pdf

Earlier this year, the American Speech-Language-Hearing Association released a document to provide speech-language pathologists more information about value-added systems and about the Performance Assessment of Contribution and Effectiveness of SLPs (PACE), an evaluation tool developed by the organization. The document is organized as an overview that includes an articulation of the roles and responsibilities of speech and language pathologists, a review of value-added assessment research, a background of PACE, a guide to help SLPs advocate for using PACE, and a copy of the rubric. The rubric does not include performance levels.

Rubric for Evaluating North Carolina's Speech-Language Pathologists
http://www.ncpublicschools.org/docs/sbe-archives/meetings/2012/06/tcp/06tcp02attach01.pdf

North Carolina has a draft form of a rubric for evaluating speech-language pathologists online. The rubric is a cumulative and includes descriptions of four performance levels: distinguished, accomplished, proficient, and developing. The rubric organizes indicators into four standards:

1) School speech-language pathologists demonstrate leadership, advocacy, collaboration, and ethical practices.
2) School speech-language pathologists promote a respectful environment for a diverse population of students.
3) School speech-language pathologists understand and facilitate the implementation of a comprehensive approach to speech-language development.

4) School speech-language pathologists promote learning for all students.

Alabama Professional Education Personnel Evaluation Program, Self-Assessment Form, Speech/Language Pathologist System
www.alabamapepe.com/specialty/SpchSelfAsmnt.doc

The Alabama Professional Education Personnel Evaluation (PEPE) includes a self-assessment instrument for speech/language pathologists. This checklist with a performance scale of 1-4 (demonstrates excellence (4), area of strength (3), needs improvement (2), and unsatisfactory (1)) organizes indicators into eight competencies: preparation for delivery of services, presentation of organized intervention/therapy, assessment of student performance, management of therapy sessions and student behavior, positive learning climate, communication, professional development and leadership, and performance of professional responsibilities. Keep in mind that Alabama transitioned form Alabama PEPE to EDUCATEAlabama and LEADAlabama; speech-language pathologists are currently evaluated using the EDUCATEAlabama online process.

School Psychologists/School Counselors

COMPASS: Louisiana School Counseling Performance Evaluation Rubric.
http://www.louisianaschoolcounselor.com/media/109488/Compass_PSC_Rubric.pdf

This evaluation is divided into four components: individual student planning, system support, responsive services, and school counseling curriculum. The rubric includes narrative descriptions of each component, critical attributes, possible examples of practice, and descriptions of each attribute for four performance levels: highly effective, effective: proficient, effective: emerging, and ineffective.

West Virginia Educator Evaluation System for School Counselors
http://wvde.state.wv.us/counselors/documents/wvevaluation_counselorguideSept2012-4web.pdf

Pages 16-30 include the West Virginia School Counselor Performance rubrics. The rubrics are divided into five standards of practice plus and additional professional conduct rubric. The professional practice rubric contains descriptions of practice for four levels: distinguished, accomplished, emerging, and unsatisfactory. The professional conduct rubric contains three levels of expectations: meets standard, below standard, and unsatisfactory.

Should Student Achievement Data be Considered in the Evaluation of School Psychologists?
http://www.nasponline.org/publications/cq/39/6/advocacy-in-action.aspx

This article describes how a focus on incorporating measures of student learning into teachers' evaluations is spilling over into psychology. The article highlights concerns and summarizes suggestions put forth by the National Association of School Psychologists and the National Alliance of Services Organizations.

EDUCATEAlabama School Counselor Continuum
http://alex.state.al.us/leadership/EDUCATEAL/SchoolCounselorContinuum8-24-12.pdf

Alabama developed this continuum in response to requests from school counselors for a rubric that related the Alabama Quality Teaching Standards to their profession. This cumulative rubric organizes indicators by teaching standard and includes descriptions of five levels of practice: innovating, integrating, applying, emerging, and pre-service and beginning. The tool is used as a self-assessment.

Arizona School Counselor Evaluation Rubric
http://www.azsca.org/files/pdfs/ascanationalmodel/Az_School_Counselor_Evaluation_Rubric.pdf

The Arizona School Counselors Association (AZSCA) adopted the American School Counselors' Association Model as a framework for all Arizona school counselors. Based upon this national framework, the AZSCA created a school counselor evaluation rubric that organizes elements into eight standards:

- Standard 1: The professional school counselor plans and organizes the delivery of the comprehensive school counseling program
- Standard 2: The professional school counselor delivers and implements the guidance curriculum through the use of effective planning and instructional skills in structured classroom lessons and small group sessions.
- Standard 3: The professional school counselor implements the individual student planning component by guiding individuals and/or groups of students through the development of educational and career action plans.
- Standard 4: The professional school counselor implements responsive services through the effective use of individual and small group counseling, consultation, and referral skills.
- Standard 5: The professional school counselor implements the system support component through effective program management and support for
- other educational programs
- Standard 6: The professional school counselor effectively and efficiently manages and evaluates the school counseling program
- Standard 7: The professional school counselor has developed a results evaluation for the school counseling program
- Standard 8: The professional school counselor uses the skills of leadership, advocacy and collaboration to create a systemic change to improve the academic and career success of all students.

Professional School Counselor Effectiveness Rubric
http://www.doe.in.gov/sites/default/files/student-assistance/counselor-evaluation-tool-final-2012-updated-point-totals.doc

The Indiana Department of Education developed a sample school counselor rubric to clarify expectations for school counselors and provide a fair and transparent evaluation system. This rubric is a working draft since a pilot of the instrument has not yet been completed. The rubric is divided into four domains: academic achievement, student assistant services, career development, and professional leadership. The rubric provides description of practice for four performance levels: highly effective, effective, improvement needed, and ineffective.

Role-Specific Indicators to Supplement the Model Rubrics
http://www.masca.org/index.php?option=com_content&view=article&id=363%3Arole-specific-indicators&catid=38%3Anews&Itemid=1

The Massachusetts Counselor Association created indicators specific to school counselors. These indicators are intended to be used in conjunction with the model Specialized Instructional Support Personnel rubric or a comparable rubric.

Guidelines for Performance-based Professional School Counselor Evaluation
http://www.missouricareereducation.org/doc/guideeval/PBPSCE.pdf

This guidebook lists professional school counselor evaluation criteria beginning on page 29. Appendices include forms and a comprehensive data collection form. Page 64 includes an evaluation report rubric divided into a four-point rating scale that includes descriptions of practice for four levels of performance: exceeds, meets, progressing, and does not meet.

School Counselor
http://ufea.org/wp-content/uploads/2011/11/CertifiedSchoolCounselorRubric-4ratings.pdf

This rubric is considered to be part of the "old" evaluation system in Chicago Public Schools. The rubric is divided into four domains: planning and preparation, counseling skills, counseling environment, and professional expectations. It includes descriptions of expectations for four performance levels: excellent, proficient, basic, and unsatisfactory.

Occupational Therapist

Occupational Therapist Performance Evaluation System
http://www.washoe.k12.nv.us/docs/staff/evaluations/Occupational_Therapist_Eval_System.pdf

Washoe County School District (NV) modified Charlotte Danielson's *FFT* to create a rubric to evaluate occupational therapists. Consistent with the FFT, the rubric is divided into four domains: planning and preparation, the classroom environment, instruction, and professional responsibilities. The rubric contains descriptions of practice for four levels: unsatisfactory, target for growth/level 1, proficient/level 2, area of strength/level 3.

Social Workers

Danielson Framework for Teaching: School Social Work
http://sswaa.org/associations/13190/files/Danielson%20Model%208-1-12.docx

The School Social Work Association of America posted a draft rubric on its website that modifies the FFT to be specific to school social workers. The document is cross-walked with the National Association of Social Workers Standards for School Social Work Services and with the National School Social Work Practice Model.

Evansville-Vanderburgh School Corporation
http://www.evscicats.com/admin/portal/forms/evaluation/EVAL-SchoolSocialWRubric1.pdf

This evaluation instrument organizes indicators into four domains: assessment, prevention, and intervention; evaluating outcomes; school social worker relationships; and personal and professional attributes. The rubric provides descriptions for four levels of practice: exemplary, proficient, progressing, and does not meet standards.

Psychologists and Social Workers
http://ufea.org/wp-content/uploads/2011/11/PsychologistsSocialWorkersP-SWRubric-4ratings.pdf

This rubric is considered to be part of the "old" evaluation system in Chicago Public Schools. The rubric is organized into four domains: planning and preparation, professional expectations, professional competence and meeting environment, and professional expectations. The rubric includes description of expectations for four levels of performance: distinguished, proficient, basic, and unsatisfactory.

School Nurses

School Nurse Competencies Checklist and Evaluation Tool
http://www.sde.ct.gov/sde/lib/sde/PDF/deps/student/health/Nursing_Competencies_Checklist.pdf

The Connecticut State Department of Education provides this document on its website to delineate the competencies for school nurses. The rubric may be used as an evaluation tool for school nurses, a framework for nursing school instructors, an orientation plan for new school nurses, a goal-setting tool, or as a program planning tool. The rubric describes four levels of practice: emergent, competent, proficient, and expert. The rubric is not organized into domains but rather into sixteen standards.

Specialized Instructional Support Personnel Rubric: School Nurse Appendix
http://msno.org/wp-content/uploads/2012/05/Specialized-Instructional-Support-Personnel-Rubric.pdf-School-Nurse-Appendix.pdf

The School Nurse Task Force comprised of members from the Department of Public Health, Massachusetts School Nurse Organization, Northeastern University School Health Institutes, and other school nurses created these indicators. These indicators are intended to supplement the Massachusetts Specialized Instructional Support Personnel Rubric.

Position Statement: School Nurse Supervision/Evaluation
http://www.nasn.org/PolicyAdvocacy/PositionPapersandReports/NASNPositionStatementsFullView/tabid/462/ArticleId/51/Supervision-Evaluation-School-Nurse-Revised-2008

This position statement by the National Association of School Nurses argues that nurses need to be supervised and evaluated at regular intervals in order to improve their independent practice. The "History" section of the statement references recent publications by the organization; these resources may be useful when generating evaluation rubrics for nurses.

TLE Observation and Evaluation Rubric: Nurses
http://www.tulsaschools.org/4_About_District/_documents/TLE/Observation_Evaluation_Rubric_Nurses.pdf

This rubric is divided into five domains: program management, instructional skills, professional services, professional growth and continuous improvement, interpersonal skills, and leadership. It describes expectations for five levels of performance: superior, highly effective, effective, needs improvement, and ineffective.

Certified School Nurse (CSN)
http://ufea.org/wp-content/uploads/2011/11/CertifiedSchoolNurseRubric-4ratings.pdf

This evaluation rubric is considered part of the "old" evaluation plan in Chicago schools. It is a rubric with four performance levels: distinguished, proficient, basic, and unsatisfactory. The rubric is organized into four domains: planning and preparation, nursing skills, health promotion environment, and professional expectations.

Districts with Multiple Specialized Rubrics

In our search we found some places that offer rubrics for a variety of special service providers and/or instructional specialists beyond those discussed above. The chart below provides links to lists of resources

provided by districts and states who offer links to specialized rubrics and includes a list of the rubrics available:

State or District	Evaluation Rubrics Available
Denver Public Schools (CO) http://hr.dpsk12.org/dcta_evaluation_forms	• Advisor/Administrative Assistant • Audiologist • Counselor • Deaf and Hard of Hearing Itinerant • Facilitator/Instructional Coach • Librarian • Nurse • Occupational Therapist/Physical Therapist • Psychologist • Social Worker • Special Education Itinerant/TOSA • Speech Language Pathologist • Vision Itinerant • Gifted and Talented Itinerant • Central Administration/TOSA
District of Columbia Public Schools http://www.dc.gov/DCPS/In+the+Classroom/Ensuring+Teacher+Success/IMPACT+(Performance+Assessment)/IMPACT+Guidebooks	• Special Education Teachers • Special Education Teachers – Autism Program • Special Education Teachers – Early Childhood Education • Non-Itinerant English Language Learner Teachers • Itinerant English Language Learner (ELL) Teachers • Shared Special Subject Teachers • Visiting Instruction Service Teachers • Student Support Professionals • Library Media Specialists • Counselors • School-based Social Workers • School-based Psychologists • Related Service Providers • Special Education Coordinators • Program Coordinators and Deans • Instructional Coaches • Mentor Teachers • Educational Aides • Office Staff • Custodial Staff • All other school-based personnel
Harrison School District (CO) http://www.hsd2.org/departments/human-resources/evaluations	• Audiologist • Counselor • Instructional Support Specialist • Occupational and Physical Therapist • School Nurse • School Psychologist • Social Worker • Speech Provider

	• Educational Support Personnel
Hillsborough County Public Schools (FL) http://communication.sdhc.k12.fl.us/empoweringteachers/?page_id=706	• Guidance Counselors • Hospital/Homebound • Media Specialists • Technology Resource • School Psychologists • Social Workers
Illinois Alliance of Administrators of Special Education (Handouts from the IIASE 14th Annual Fall Conference) http://www.iaase.org/static.asp?path=3938	• Instructional Specialists Rubrics • School Nurses Rubrics • School Psychologists Rubrics • Therapeutic Specialists Rubrics • School Counselors Rubrics • Library Media Specialist Rubrics

Thank you again for reaching out to us. We hope you will find this list of resources useful. Should you have any additional questions, please do not hesitate to contact me at lbivona@air.org or at 202-403-6631.

Sincerely,

Lauren K. Bivona
Research Associate