



T U L S A

PUBLIC SCHOOLS

# TLE Observation and Evaluation Rubric Speech-Lang. Path./School Psychologists

<i>Domain/Relative Weight</i>	<i>Dimension</i>	<i>Page</i>
<b>Organization and Management</b> 30%	1. Work Area	2
	2. Preparation and Delivery	2
	3. Compliance	3
	4. Discipline	3
<b>Instructional Support</b> 45%	5. Skill Knowledge	4
	6. Evaluation and Assessment/Test Administration	4
	7. Evaluation and Assessment/Test Interpretation	4
	8. Delivery of Services/Design and Implement IEPs	5
	9. Delivery of Services/Consultation	5
<b>Professional Growth &amp; Continuous Improvement</b> 10%	10. Uses Professional Growth as an Improvement Strategy	6
	11. Exhibits Professional Behaviors and Efficiencies	6
<b>Interpersonal Skills</b> 10%	12. Effective Interactions / Communications with Stakeholders	7
<b>Leadership</b> 5%	13. Leadership Involvements	7

1		Domain: <b>Organization and Management</b>			Dimension: <b>Work Area Environment</b>	
<b>The Professional optimizes the physical working environment to assure efficacy/ student learning advantage.</b>						
1 Ineffective		2 Needs Improvement		3 Effective	4 Highly Effective	5 Superior
<p>The work environment (as set up by the teacher) prohibits learning opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are not utilized as designed and instructionally intended.</p>		<p>The work environment lacks organization for learning opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are not optimized for effective utilization.</p>		<p>The work environment is organized for providing learning opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are well placed in locations.</p>	<p>The work environment is organized for efficacy in learning opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are well placed in locations that enhance their functions and do not interfere with other functions.</p>	<p>Includes the narrative descriptions in performance category 4, plus the work environment could serve as an exemplary model.</p>

2		Domain: <b>Organization and Management</b>			Dimension: <b>Preparation and Delivery of Services</b>	
<b>The Professional plans and prepares for delivery of services.</b>						
1 Ineffective		2 Needs Improvement		3 Effective	4 Highly Effective	5 Superior
<p>Rarely ensures materials and equipment are ready at the start of each session.</p> <p>Rarely schedules and prioritizes delivery of services.</p>		<p>Occasionally ensures materials and equipment are ready at the start of each session.</p> <p>Occasionally schedules and prioritizes delivery of services.</p>		<p>Ensures materials and equipment are ready at the start of each session.</p> <p>Effectively schedules and prioritizes delivery of services.</p>	<p>Ensures materials and equipment are ready at the start of each session with flexibility for unexpected changes.</p> <p>Effectively schedules, prioritizes and consistently provides for the delivery of services.</p>	<p>Uses all of the characteristics of levels 3 &amp; 4, and creatively adjusts schedule to meet student needs.</p>

**3**Domain: **Organization and Management**Dimension: **Compliance****The professional will maintain accurate student records.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Rarely maintains records that are clear, organized, and reflect delivery of service.</p> <p>Rarely meets timelines for IDEA documentation requirements as outlined by district, state, and federal guidelines.</p> <p>Rarely meets timelines for IDEA documents as outlined by district, state, and federal guidelines</p> <p>Rarely participates in CST process.</p>	<p>Occasionally maintains records that are clear, organized, and reflect delivery of service.</p> <p>Occasionally completes IDEA documents as outlined by district, state, and federal guidelines.</p> <p>Occasionally meets timelines for IDEA documents as outlined by district, state, and federal guidelines</p> <p>Occasionally participates in CST process.</p>	<p>Maintains records that are clear, organized, and reflect delivery of service.</p> <p>Completion of IDEA documents as outlined by district, state, and federal guidelines.</p> <p>Meets timelines for IDEA documents as outlined by district, state, and federal guidelines</p> <p>Routinely participates in CST process.</p>	<p>Maintains records that are clear, organized, and accurately reflect delivery of service.</p> <p>Completion of IDEA documents as outlined by district, state, and federal guidelines with a high level of quality and completeness.</p> <p>Meets timelines for IDEA documents as outlined by district, state, and federal guidelines with a high level of quality and completeness</p> <p>Provides a leadership role in the CST process.</p>	<p>Maintains records that are clear, organized, and accurately reflect optimal delivery of service.</p> <p>Uses the performance characteristics of Levels 3 &amp; 4 plus serves as a change agent or presenter/facilitator for other staff members.</p>

**4**Domain: **Organization and Management**Dimension: **Discipline****The Professional clearly defines expected student behavior.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Standards of conduct have not been established, nor are students aware of behavioral expectations.</p> <p>Does not monitor the behavior of students.</p> <p>Usually ignores inappropriate behavior and uses an inappropriate voice level / word choice when correction is attempted.</p>	<p>Standards of conduct have been inconsistently established and students are only somewhat aware of expectations.</p> <p>Rarely monitors the behavior of students</p> <p>Most of the time ignores inappropriate behavior and / or uses an inappropriate voice level / word choice to attempt to bring correction.</p>	<p>Establishes standards of conduct, implements with consistency, and ensures that students are aware of behavioral expectations.</p> <p>Monitors the behavior of students in the work environment.</p> <p>Stops inappropriate behavior promptly and consistently with an appropriate voice level / word choice.</p>	<p>Standards of conduct have been established with consistency and all students are aware of behavioral expectations.</p> <p>Monitors the behavior of all students in a variety of settings.</p> <p>Stops inappropriate behavior promptly and consistently, with an appropriate voice level / word choice, while maintaining the dignity of the student.</p>	<p>Standards of conduct have been established with consistency, and all students are aware of behavioral expectations and follow established procedures.</p> <p>Monitors the behavior of all students at all times.</p> <p>Stops inappropriate behavior promptly and consistently, with an appropriate voice level / word choice, maintaining the dignity of the student and encouraging students to self-discipline.</p>

5		Domain: <b>Instructional Support</b>			Dimension: <b>Skill Knowledge</b>	
<b>Adherence to Professional Responsibilities and Standards</b>						
1	2	3	4	5		
Ineffective	Needs Improvement	Effective	Highly Effective	Superior		
Rarely demonstrates knowledge of current district and IDEA policies and procedures. Rarely demonstrates knowledge of child and adolescent development in choice of materials and assessments.	Occasionally demonstrates knowledge of current district and IDEA policies and procedures.  Occasionally demonstrates knowledge of child and adolescent development in choice of materials and assessments.	Demonstrates knowledge of current district and IDEA policies and procedures.  Demonstrates knowledge of child and adolescent development in choice of materials and assessments.	Demonstrates and implements knowledge of current district and IDEA policies and procedures. Consistently demonstrates knowledge of child and adolescent development in choice of materials and assessments.	Uses all of the characteristics of Levels 3 & 4 plus serves as a training resource.  Consistently demonstrates and pragmatically implements knowledge of child and adolescent development in choice of materials and assessments which incorporates students' interests and needs.		

6		Domain: <b>Instructional Support</b>			Dimension: <b>Evaluation and Assessment</b>	
<b>The professional is able to select and administer individualized assessments</b>						
1	2	3	4	5		
Ineffective	Needs Improvement	Effective	Highly Effective	Superior		
Rarely selects and administers appropriate tests as determined by professional standards.	Occasionally selects and administers appropriate tests as determined by professional standards.	Selects and administers appropriate tests as determined by professional standards.	Selects and administers appropriate tests as determined by professional standards, in an efficient manner.	Uses the elements of 3 and 4 in addition to serving as a training resource to other professionals.		

7		Domain: <b>Instructional Support</b>			Dimension: <b>Evaluation and Assessment</b>	
<b>The professional interprets test data and assessment.</b>						
1	2	3	4	5		
Ineffective	Needs Improvement	Effective	Highly Effective	Superior		
Inaccurately interprets test data and provides poorly written documentation to determine IDEA eligibility.	Interprets test data and provides written documentation to determine IDEA eligibility.	Accurately interprets test data and provides written documentation to determine IDEA eligibility.	Accurately interprets test data and provides written documentation to determine IDEA eligibility and can clearly explain results.	Uses the elements of 3 and 4 plus gives further recommendations and interventions that support student learning.		

<b>8</b>	<b>Domain: Instructional Support</b>			<b>Dimension: Delivery of Services</b>	
	<b>Designs and implements appropriate student plans.</b>				
<b>1</b> <b>Ineffective</b>	<b>2</b> <b>Needs Improvement</b>	<b>3</b> <b>Effective</b>	<b>4</b> <b>Highly Effective</b>	<b>5</b> <b>Superior</b>	
Rarely designs and implements appropriate IEP student goals.  Rarely provides services as stated on the IEP.	Occasionally designs and implements appropriate IEP student goals.  Occasionally provides services as stated on the IEP.	Design and implement appropriate IEP student goals.  Provide services as stated on the IEP.	Design and implement appropriate IEP student goals, and provide additional therapeutic opportunities in the general classroom setting.  Provide services as stated on the IEP and provides makeup sessions.	Uses elements of 3 and 4 plus provides resources plus provides additional opportunities in the home environment.	

<b>9</b>	<b>Domain: Instructional Support</b>			<b>Dimension: Delivery of Services</b>	
	<b>Provides consultation for improvement of student performance.</b>				
<b>1</b> <b>Ineffective</b>	<b>2</b> <b>Needs Improvement</b>	<b>3</b> <b>Effective</b>	<b>4</b> <b>Highly Effective</b>	<b>5</b> <b>Superior</b>	
Rarely provides consultation for improved student performance to school staff, prior to student eligibility for IDEA and students receiving IDEA services.	Occasionally provides consultation for improved student performance to school staff, prior to student eligibility for IDEA and students receiving IDEA services.	Provides consultation for improved student performance to school staff, prior to student eligibility for IDEA and students receiving IDEA services.	Provides consultation and strategies for improved student performance to school staff, prior to student eligibility for IDEA and students receiving IDEA services.	Uses elements 3 and 4 plus classroom observations to monitor and adjust strategies.	

<b>10 Domain: Professional Growth and Continuous Improvement</b> <b>Uses professional growth as a continuous improvement strategy.</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not participate in professional development that updates their content knowledge and professional practices.	Participates in a portion of the required minimum hours of professional development. The professional development does not update their content knowledge and current professional practices.	Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.	Actively participates in the required hours of professional development and seeks additional training to update their content knowledge and professional practices beyond what is required.	In addition to participating in the required hours of professional development and additional training, the professional makes substantial contribution to the profession through activities such as, coaching and mentoring new staff members, training staff members in professional practices, making presentations, conducting action research and/or writing articles for publication, department level, internal / school-wide and/or external publication.

<b>11 Domain: Professional Growth and Continuous Improvement</b> <b>Exhibits Behaviors and Efficiencies Associated with Professionalism.</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as delineated in performance category 3 – Effective.	Exhibits inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; not adhering to prescribed arrival and departure times; not following notification and reporting procedures for absences; not complying with reporting timelines and other time sensitive information / compliance requests.	Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests.	Exhibits highly consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests.	Serves as a model and mentor exhibiting consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests, e.g., lesson plans.

**Effective Interactions and Communications with Stakeholders.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides minimal or no information to families and makes no attempt to engage them in the educational program.</p> <p>Oral, written and nonverbal communication is unclear and inconsiderate to students and staff, as characterized by insensitivity, demeaning language and condescension.</p> <p>Makes decisions based on self-serving interests. Never consults other staff or team members.</p>	<p>Appears to be inconsistent and inaccurate in providing information to families and engaging them in the educational program.</p> <p>Oral, written, and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion.</p> <p>Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be.</p>	<p>Interacts with families in a timely, consistent, positive and professional manner.</p> <p>Complies with school procedures for communicating with families and makes an effort to engage families in the educational program.</p> <p>Uses effective communication skills with students and staff.. Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, positive and rarely requires further explanations.</p> <p>Collaborates appropriately and makes decisions that reflect genuine professional consideration.</p>	<p>Communicates frequently and sensitively with families and engages them in the educational program.</p> <p>Oral, written, and nonverbal communication is clear, considerate, sensitive and positive.</p> <p>Further explanations to avoid confusion are not needed.</p> <p>Maintains an open mind and participates in collaborative decision making respecting and considering the thoughts of other peers.</p>	<p>Communicates consistently and sensitively with families and uses diverse methods to engage them in the educational program and supports their participation</p> <p>Oral, written, and nonverbal communication is clear, considerate, sensitive and positive.</p> <p>Communication is clearly understood by diverse stakeholders.</p> <p>Takes a leadership role in advocating that all collaborative decisions are based on the highest professional standards. Seeks out the expertise and opinion of other professionals before considering collaborative decisions.</p>

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides no evidence of leadership as described in performance category 3 – Effective.</p>	<p>Declines becoming involved in school events.</p> <p>Avoids becoming involved in school and district projects.</p> <p>Makes no effort to share knowledge with others or to assume professional responsibilities.</p> <p>Rarely contributes to the modification of school practices that would result in students being better served by the school.</p>	<p>Participates in school events when asked.</p> <p>Participates in school and district projects when asked.</p> <p>Finds ways to contribute to the profession and follows through.</p> <p>Assumes a proactive role in addressing student needs.</p>	<p>Volunteers to participate in school events making a substantial contribution.</p> <p>Volunteers to participate in school and district projects making a substantial contribution.</p> <p>Participates actively in assisting other educators.</p> <p>Works within the context of a particular team or department to ensure that all students receive a fair and equal opportunity to succeed.</p>	<p>Volunteers to participate in school events, making a substantial contribution and assumes a leadership role in at least some aspect of school life.</p> <p>Volunteers to participate in school / district projects, making a substantial contribution / leadership role in a major school or district project.</p> <p>Initiates important activities to contribute to the profession, such as mentoring new teachers and/or writing articles for publication and/or making presentations.</p> <p>Makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are respected in the school.</p>