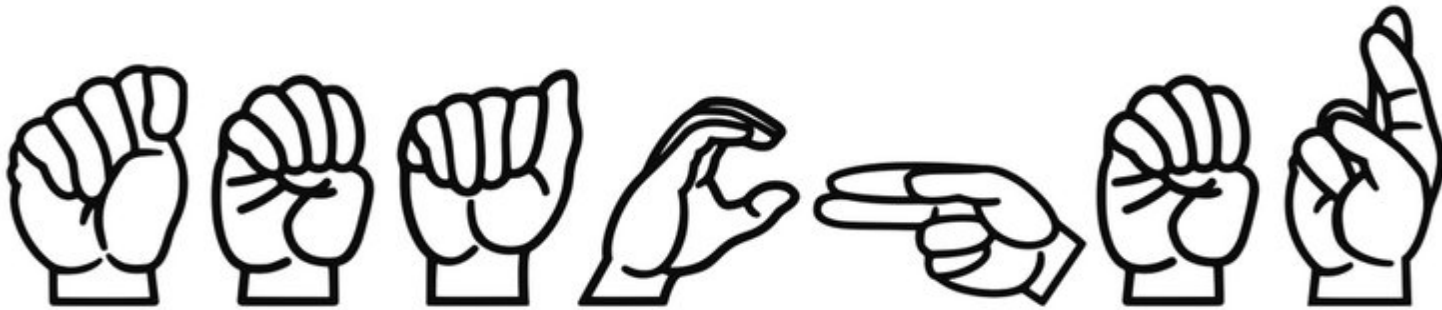


# Paterson Public Schools



## Itinerant Teacher of the Deaf Practice Rubrics

## **Professional Educator Performance Standards**

---

### **1. Planning and Preparation (x2)**

- ❖ **Special Service Providers plan for quality service using a comprehensive approach.**

### **2. Data Informed Decision Making (x2)**

- ❖ **Special Service Providers use multiple sources of data to inform their decision making.**

### **3. Delivery of Service (x3)**

- ❖ **Special Service Providers delivers quality services.**

### **4. Interventions (x3)**

- ❖ **Special Service Providers increase the probability of advancing individual student achievement.**

### **5. Contributions to the Learning Environment (x2)**

- ❖ **Special Service Providers make contributions to the learning environment, supporting a culture that is conducive to student well-being and learning.**

### **6. Leadership (x2)**

- ❖ **Special Service Providers have a responsibility for professional growth and positive leadership.**

### **7. Professional Responsibilities (x1)**

- ❖ **Special Service Providers have a responsibility to the profession, district, parents, students and the public.**

# PERFORMANCE STANDARD #1: PLANNING AND PREPARATION

*Special Service Providers plan for quality service using a comprehensive approach.*

Service and Support		Level of Performance				
		The Itinerant Teacher of the Deaf performing at this level:				
The Itinerant Teacher should know and be able to:		<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Proficient</i>	<i>Exemplary</i>	<i>Evidence:</i>
1a	<b>Establish and maintain clear and organized procedures for referral.</b>	Inconsistently implements procedures for referrals. Has not clarified procedures for referrals, thus, when someone wants to refer a student for audiology services, they are not sure how to go about it.	Follows established procedures for referrals, although details are not always clear, nor implemented in a timely manner.	Has procedures for referrals, meetings and consultations with parents, teachers and others that are clear to everyone. Pre-referral through post conference systems are organized and efficient.	Establishes procedures for all aspects of referral, gathering important history data and previous assessment information. Have systems in place for consultation follow-up with parents, educators, solution teams and/or agencies. Pre-referral through post conference responsibilities are well organized and seamlessly implemented.	
1b	<b>Use knowledge to develop a quality program for students who have difficulty hearing.</b>	Demonstrates minimal skill in the area of providing appropriate equipment and suggestions for modifying the educational environment;	Demonstrates knowledge and skill in the area of providing appropriate equipment and suggestions for modifying the educational environment.	Demonstrates thorough knowledge and skill in the area of providing appropriate equipment and suggestions for modifying the educational environment; demonstrates sensitivity and confidentiality in providing services	Demonstrates extensive knowledge and skill in the area of providing appropriate equipment and suggestions for modifying the educational environment; demonstrates sensitivity and confidentiality in providing services.	

1c	<b>Communicates assessment results to a variety of audiences (e.g. parents, staff, and students).</b>	Never explains findings that help educators and parents understand the educational strengths and needs of students; assists students in understanding their own hearing, listing, and learning needs.	Occasionally explains findings that help educators and parents understand the educational strengths and needs of students; assists students in understanding their own hearing, listing, and learning needs.	Often clearly explains findings that help educators and parents understand the educational strengths and needs of students; assists students in understanding their own hearing, listing, and learning needs.	Consistently and clearly explains findings that help educators and parents understand the educational strengths and needs of students; assists students in understanding their own hearing, listing, and learning needs.	
1d	<b>Plans interventions, accommodations &amp; modifications to maximize likelihood of student success.</b>	Develops plans that are not suitable for students, or interventions are mismatched with the findings of the identified needs.	Develops plans for individual audiology needs that are partially suitable to the situation and to the age of the student. Works with team to develop plans and is gaining expertise from others in comprehensive educational planning for student success.	Consistently develops individualized itinerant teacher of the Deaf/Hard-of-Hearing plans that include all hearing needs. Plans are clear and appropriate to the situation in the school and to the age of the student. Interventions are both suitable and aligned with identified student needs. Plans are appropriate for the situation and are geared toward maximizing the likelihood of student success.	Thoroughly develops customized itinerant teacher of the Deaf/Hard-of-Hearing service plans that include all hearing needs. Plans are highly appropriate to the situation in the school and to the age of the student. Considers results from multiple assessments and sources when developing comprehensive student plans. Finds ways to creatively meet student needs and incorporate many related elements, thus maximizing the likelihood of student success.	
1e	<b>Provides services to support high expectations for the educational success of all students.</b>	Rarely assists others in developing a clear understanding of hearing loss and resulting needs; makes appropriate educational and audiological referrals.	Occasionally assists others in developing a clear understanding of hearing loss and resulting needs; makes appropriate educational and audiological referrals.	Often assists others in developing a clear understanding of hearing loss and resulting needs; makes appropriate educational and audiological referrals; plans and implements lessons to address objectives listed on student IEP; challenges students at their instructional level.	Always assists others in developing a clear understanding of hearing loss and resulting needs; makes appropriate educational and audiological referrals; plans and implements lessons to address objectives listed on student IEP; challenges students at their instructional level.	

<b>1f</b>	<b>Comply with established special education procedures.</b>	Either unaware or non-compliant of district special education policies and procedures. Does not perform duties as case manager, adhering to timelines required by the IEP of each student. Does not submit monthly case management Medicaid report (if applicable).	Somewhat follows established district special education policies and procedures. Occasionally performs duties as case manager, adheres to some timeline required by the IEP of each student. Submits monthly case management Medicaid report (if applicable). Develops IEPs that are somewhat standards-based.	Consistently follows established special education policies and procedures. Performs duties as case manager, adhering to timelines required by the IEP of each student. Submits monthly case management Medicaid reports (if applicable). Develops standards-based IEP goals and objectives.	Demonstrates full knowledge and compliance with special education policies and procedures. Performs duties as case manager, holds to all requirements of the IEPs of each student. Submits Medicaid billing as case manager on a monthly basis (if applicable). Develops standards based IEPs. Provides professional development within school or district setting.		
<b>1g</b>	<b>Uses a variety of materials, methods, and strategies to remove barriers to learning and promote active student participation.</b>	Neglects to provide information to regular educator about modifications and adaptations; does not in service regular educators on amplification in educational setting; fails to encourage students to use strategies to monitor their learning.	Sometimes provides information to regular educators about modifications and adaptations; rarely in services regular educators on amplification in a regular setting; does not provide strategies to encourage students to monitor their learning.	Routinely provides info. to regular educators about modifications and adaptations; regularly in services regular educators on amplification in a regular education setting; often provides strategies to encourage students to monitor their learning.	Does an outstanding job in providing educators about modifications and adaptations; conscientiously in services regular educators on amplification in a regular setting; is sensitive to student's need to monitor their own learning and provides appropriate strategies		
<b>1h</b>	<b>Develops, plans, and prioritizes specialized service programs.</b>	Does not keep records of service provided; does not adapt services to student needs; does not track and record assistive technology	Has some records of service provided; occasionally adapts services to student need; tracks and records assistive technology occasionally.	Keeps accurate records of service provided; adapts services to student need; routinely tracks and records assistive technology.	Keeps impeccable records of service provided; does a commendable job in adapting services as needed; routinely tracks and records equipment in an organized manner.		

<b>Standard #1 Overall Score</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Unsatisfactory</b>	<b>Progressing I</b>	<b>Progressing II</b>	<b>Proficient I</b>	<b>Proficient II</b>	<b>Proficient III</b>	<b>Exemplary</b>

**Comments:**

# PERFORMANCE STANDARD #2: DATA INFORMED DECISION MAKING

*Special Service Providers use multiple sources of data to inform their decision making.*

Service and Support		Level of Performance				
		The Itinerant Teacher of the Deaf performing at this level:				
The Itinerant Teacher should know and be able to:		<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Proficient</i>	<i>Exemplary</i>	<i>Evidence:</i>
2a	<b>Applies Assessment results to develop the appropriate interventions and services.</b>	never collects data from a variety of sources (social history, achievement trend data, interviews, personal communication, rating scales, evaluation data, and audiological reports) to make recommendations and/or referrals based on unique needs to positively affect students' learning and achievement and provides timely reports that can be utilized to guide teaching and implementation of the IEP.	Sometimes collects data from a variety of sources (social history, achievement trend data, interviews, personal communication, rating scales, evaluation data, and audiological reports) to make recommendations and/or referrals based on unique needs to positively affect students' learning and achievement and provides timely reports that can be utilized to guide teaching and implementation of the IEP.	Usually systematically collects data from a variety of sources (social history, achievement trend data, interviews, personal communication, rating scales, evaluation data, and audiological reports) to make recommendations and/or referrals based on unique needs to positively affect students' learning and achievement and provides timely reports that can be utilized to guide teaching and implementation of the IEP.	Usually systematically collects data from a variety of sources (social history, achievement trend data, interviews, personal communication, rating scales, evaluation data, and audiological reports) to make recommendations and/or referrals based on unique needs to positively affect students' learning and achievement and provides timely reports that can be utilized to guide teaching and implementation of the IEP.	

2b	<b>Provide appropriate feedback.</b>	Poorly communicates information regarding the needs of students. Written reports are either incomplete or not completed in a timely manner. Does not follow-up with parents or families regarding recommendation effectiveness.	Communicates individual needs of students to appropriate school personnel. Written reports meet legal requirements. Occasionally follows-up with parents and school personnel regarding effectiveness of recommendations.	Exchanges information from evaluations in a meaningful manner to the IEP team, families and/or other school personnel while being sensitive to the needs of students and families. Interpret assessment and treatment results for others. Written reports and Documentations is both accurate and completed in a timely manner. Regularly follows up with parents and school personnel regarding the effectiveness of recommendations.	Communicates with families and other professionals in a manner highly sensitive to cultural and linguistic traditions. A dept. at interpreting and communicating evaluation and treatment results to teach others about student needs. Written reports are accurate, well organized and well written. Provide consistent follow-up with families and school personnel to determine effectiveness of recommendations.	
2c	<b>Utilize assistive technology to Enhance the Environment</b>	Use of available technology is not evident. Unaware of how to access or use electronic data management systems to store and retrieve student information and student plans or generate reports.	Demonstrates some technology skills that support service delivery. Has a working knowledge of how to access student information, achievement results, student plans and is able to generate reports.	Instructs others on the use of assistive listening technology that promote effectiveness and efficiency in service delivery; is knowledgeable about assistive technology.	Assumes an active leadership role by instructing others on the use of assistive listening technology that promote effectiveness and efficiency in service delivery; knowledgeable about assistive technology or other specialized software.	

<b>Standard #2 Overall Score</b>	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Progressing I</b>	<input type="checkbox"/> <b>Progressing II</b>	<input type="checkbox"/> <b>Proficient I</b>	<input type="checkbox"/> <b>Proficient II</b>	<input type="checkbox"/> <b>Proficient III</b>	<input type="checkbox"/> <b>Exemplary</b>
----------------------------------	---	--	---	---	--	---	--

**Comments:**

# PERFORMANCE STANDARD #3: Delivery of Service

*Special Service Providers deliver quality services.*

Service and Support		Level of Performance				
		The Itinerant Teacher of the Deaf performing at this level:				
The Itinerant Teacher should know and be able to:		Unsatisfactory	Progressing	Proficient	Exemplary	Evidence:
3a	<b>Demonstrates knowledge of disciplines within the educational setting.</b>	Never demonstrates a connection between specialized program activities and district goals/standards/curriculum; relates hearing loss needs to the process of deciding the most effective learning environment for students; provides leadership within the school, district, and community to represent the field of hearing impairment	Sometimes demonstrates a connection between specialized program activities and district goals/standards/curriculum; relates hearing loss needs to the process of deciding the most effective learning environment for students; provides leadership within the school, district, and community to represent the field of hearing impairment	Often demonstrates a connection between specialized program activities and district goals/standards/curriculum; relates hearing loss needs to the process of deciding the most effective learning environment for students; provides leadership within the school, district, and community to represent the field of hearing impairment	Always demonstrates a connection between specialized program activities and district goals/standards/curriculum; relates hearing loss needs to the process of deciding the most effective learning environment for students; provides leadership within the school, district, and community to represent the field of hearing impairment.	
3b	<b>Implements best practices in specialty area.</b>	Demonstrates no knowledge of research-based, best practices in strategies, methods, and theories; provides services in accordance with federal, state, district, and school guidelines; Initiates self-learning to increase knowledge in field of deaf education	Demonstrates some knowledge of research-based, best practices in strategies, methods, and theories; provides services in accordance with federal, state, district, and school guidelines; Initiates self-learning to increase knowledge in field of deaf education	Demonstrates knowledge of research-based, best practices in strategies, methods, and theories; provides services in accordance with federal, state, district, and school guidelines; Initiates self-learning to increase knowledge in field of deaf education	Demonstrates knowledge of research-based, best practices in strategies, methods, and theories; provides services in accordance with federal, state, district, and school guidelines; Initiates self-learning to increase knowledge in field of deaf education	



3c	<b>Use a variety of materials, methods, and strategies to remove barriers to learning.</b>	Uses a limited number of intervention strategies.	Uses some materials, methods and strategies that will likely results in treatment success. Checks for understanding during the session. Is supportive of students in the school setting.	Implements plans that use a variety of methods and strategies for student success. Checks for understanding throughout the session by soliciting responses from students to show they are learning. Treatment plans are aligned with identified needs. Advocates for students and families in the school setting and the community at large. Works collaboratively with school personnel to remove barriers to learning and student success.	Implements comprehensive plans using a variety of methods and strategies that include finding ways to creatively meet student needs both in and outside of the treatment setting. Continually checks for understanding, throughout the session, by expecting responses from students. Is instrumental in organizing collaborative partnerships with school and community personnel to remove barriers to learning and student success.	
3d	<b>Involve students in self-advocating their auditory needs.</b>	Does not have a system in place for students to monitor their own progress.	Requires students to track their progress. Provides students with information about their current progress as they engage in treatment activities and at regularly scheduled reporting periods.	Establishes and uses a system and/or tools for students to use to track their own progress towards individualized goals over time. Prepares students for self-assessment (e.g. models the process, provides support materials). Provides students with information about their progress over time and coaches the students use the data to improve their performance.	Establishes and uses a system that supports student tracking their proficiency and monitoring their own progress towards individual goals over time. The system includes students keeping artifacts that demonstrate achievement in relationship to treatment targets. Helps all students to engage in reflection about their growth over time.	

<b>Standard #3 Overall Score</b>	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Progressing I</b>	<input type="checkbox"/> <b>Progressing II</b>	<input type="checkbox"/> <b>Proficient I</b>	<input type="checkbox"/> <b>Proficient II</b>	<input type="checkbox"/> <b>Proficient III</b>	<input type="checkbox"/> <b>Exemplary</b>
----------------------------------	---	--	---	---	--	---	--

**Comments:**

# PERFORMANCE STANDARD #4 Interventions

*Special Service Providers increase the probability of advancing individual student achievement.*

Service and Support		Level of Performance				
		The Itinerant Teacher of the Deaf performing at this level:				
The Itinerant Teacher should know and be able to:		<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Proficient</i>	<i>Exemplary</i>	<i>Evidence:</i>
4a	<b>Recommend, implement or monitor interventions.</b>	Makes no recommendations for interventions for students with individual needs based on current research.	Makes suggestions for interventions based on current research. Provides minimal monitoring and or follow-up of interventions.	Incorporates knowledge from current research in the field into the development and implementation of interventions that meet the individual needs of students. Develops and monitors interventions. Follows-up with appropriate school personnel and/or others.	Demonstrates knowledge of contemporary research in the field by including these principles in the development, implementation and evaluation of interventions. Ensures that progress-monitoring systems are in place to determine intervention effectiveness. Has a system in place to follow-up with appropriate school personnel and/or other regarding the results of intervention effectiveness.	
4b	<b>Adjust interventions based on progress.</b>	Provides summary of auditory results on assessments without additional feedback. Progress reports generally do not assist students in error correction toward achievement of goals, as it is often too little too late.	Uses assessments to measure student success at the end of a session or reporting period. General assessment monitoring is used to identify students' status relevant to treatment goals.	Uses progress monitoring assessment tools appropriately and the results are accurately interpreted. The data is used when making service delivery decisions on an ongoing basis. Makes subtle and important adjustments in the treatment plans based on results of student data.	Uses ongoing progress monitoring data to refine and modify student treatment goals. For students who require particular assistance, the frequency of progress monitoring is increased. Incorporates a communication and feedback plan to parents and/or others when recording and reporting progress-monitoring results.	

4c	<b>Demonstrate flexibility and responsiveness.</b>	Adheres to the plan or program, in spite of evidence of its inadequacy. Gives up or places blame elsewhere when student plans are not successful.	Makes modest changes in the treatment plans when confronted with evidence of the need for change. Works with others to find solutions.	Continually seeks ways to improve the treatment program for student success. Works well with support and educational personnel as partners in implementing student plans. Revises treatment plans when it is needed.	Persists in seeking effective ways to improve the treatment program for student success. Works collaboratively with a wide range of support and educational personnel as essential partners in implementing student plans. Makes changes as needed in response to student, parents, teacher and/or other input.	
4d	<b>Participates as a member of an intervention or solution team.</b>	Unavailable to participate in collaborative meetings and does not provide guidance regarding Special Education law and procedures.	Attends I&RS meetings, is not an active participant. Defers to others for guidance.	When invited, participates actively as a member of the I&RS team. When appropriate, proves guidance to the team, and volunteers services.	Provides leadership and guidance while actively serving as a collaborative member of the I &RS team. Makes purposeful and productive contributions to the team. Utilizes data during meetings to guide decisions while adhering to Special Education guidelines.	

<b>Standard #4 Overall Score</b>	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Progressing I</b>	<input type="checkbox"/> <b>Progressing II</b>	<input type="checkbox"/> <b>Proficient I</b>	<input type="checkbox"/> <b>Proficient II</b>	<input type="checkbox"/> <b>Proficient III</b>	<input type="checkbox"/> <b>Exemplary</b>
----------------------------------	---	--	---	---	--	---	--

**Comments:**

# PERFORMANCE STANDARD #5: Contributions to the Learning Environment

*Special Service Providers make contributions to the learning environment, supporting a culture that is conducive to student well-being and learning.*

Service and Support		Level of Performance				
		The Itinerant Teacher of the Deaf performing at this level:				
The Itinerant Teacher should know and be able to:		<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Proficient</i>	<i>Exemplary</i>	<i>Evidence:</i>
5a	<b>Model positive and respectful rapport.</b>	Demonstrates little to no appreciation of the students as individuals and, at times, embarrasses and/or devalues students through words or actions. Clear lack of rapport exists between the Itinerant Teacher of the Deaf and students. Displays interactions with students that are negative or inappropriate. Students appear uncomfortable in the evaluation and/or treatment environment.	Shows an awareness of student individuality and the need to dignify the students' behaviors and responses, but lacks skill in strongly supporting and honoring them. Efforts at developing rapport are partially successful.	Recognizes student individuality and the dignity of each student is consistently maintained. Interactions with students are positive and respectful. Students appear comfortable in the evaluation and/or treatment environment.	Encourages student individuality and the dignity of each student is consistently maintained and honored. Interactions consistently demonstrate positive and respectful rapport. Is someone who students seek out; reflecting a high degree of comfort and trust in the relationship.	
5b	<b>Establish standards of conduct in the evaluation and/or audiology setting.</b>	Has no standards of conduct that have been established, and Itinerant Teacher of the Deaf disregards or fails to address negative student behavior during evaluation and/or treatment.	Establishes standards of conduct for the evaluation and/or audiology setting. Itinerant Teacher of the Deaf attempts to monitor and correct negative student behavior during evaluations or treatment are partially successful.	Has clearly defined and posted standards of conduct for the evaluation and/or audiology setting. Itinerant Teachers monitor student behavior against those standards. Students and behavior redirections are appropriate and respectful.	Has clearly defined and posted standards of conduct for the evaluation and/or audiology setting. Itinerant Teacher of the Deaf monitoring of students is both subtle and preventive. Students engage in self-monitoring of their own behavior.	

<b>5c</b>	<b>Demonstrates knowledge of disciplines within the educational setting.</b>	Does not advocate for student nor parent rights. Demonstrates little to no understanding of Least Restrictive Environment.	Occasionally advocates for parent and student rights. Attempts to place student in the Least Restrictive Environment.	Advocates for parent and student rights. Consistently places student in the Least Restrictive Environment.	Serves as an advocate for parent and student rights, insuring that their rights are respected. Offers alternatives to more restrictive settings. Seeks out appropriate programming to support least restrictive placement. Creatively balances needs of school and needs of student.	
-----------	--	--	---	--	--	--

<b>Standard #5 Overall Score</b>	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Progressing I</b>	<input type="checkbox"/> <b>Progressing II</b>	<input type="checkbox"/> <b>Proficient I</b>	<input type="checkbox"/> <b>Proficient II</b>	<input type="checkbox"/> <b>Proficient III</b>	<input type="checkbox"/> <b>Exemplary</b>
--------------------------------------	---	--	---	---	--	---	--

**Comments:**

# PERFORMANCE STANDARD #6: Leadership

*Special Service Providers have a responsibility for professional growth and positive leadership.*

Professional Responsibilities		Level of Performance				
		The Itinerant Teacher of the Deaf performing at this level:				
The Itinerant Teacher should know and be able to:		<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Proficient</i>	<i>Exemplary</i>	<i>Evidence:</i>
6a	<b>Understanding their role and responsibility in implementing the District, Department</b>	Allows others to fulfill the goals and priorities outlined in the District, Department and/or Building Action Plan. Writes individual, measurable goals as required.	Works collaboratively with leadership to fulfill the goals and priorities outlined in the District, Department and/or Building Action Plan. Develops individual, measurable goals that align with the department action plan.	Fully participates in collaboratively fulfilling the goals and priorities outlined in the District, Department and/or Building Action Plan. Establishes individual, measurable goals that align with the department action plan and monitors own progress in reaching these goals.	Takes an active leadership role in collaboratively fulfilling the goals and priorities outlined in the District, Department and/or Building Action Plan. Establishes individual, measurable goals that align with the department action plan and monitors own progress in reaching these goals.	
6b	<b>Continue professional growth.</b>	Does not engage in professional development activities other than for licensure renewal. Makes no effort to share knowledge with others or to contribute productively to school outcomes.	Participates in professional development opportunities to gain new skills. Seeks to improve practices. Supports others in leadership roles.	Seeks new professional development opportunities to challenge self to grow professionally. Actively reflects on improving practices and setting new goals. Finds ways to share best practice strategies with others, may even serve as mentor. Assumes a positive leadership role within the school	Is a life-long learner. Reflects on and challenges self to continue to grow professionally. Shares best practice strategies, positively impacting the work of others through mentorship. Assumes a positive leadership role in seeking more effective ways to accomplish professional growth goals and improve the organization.	

6c	<b>Support collaborative partnerships.</b>	Avoids or may have negative relationships with administrators and colleagues. Does not become involved in school, department and/or district events and projects	Maintains cordial relationships with administrators and colleagues to fulfill duties that the school requires. Participates in school, department and/or district events or projects when specifically asked. roles.	Provides mutual support and cooperation with administrators and colleagues. Actively participates in a culture of professional inquiry. Serves by volunteering to participate in school, department and/or district events and projects, making a substantial contribution	Works collaboratively with administrators, educators, support staff, professionals, parents and others to improve the effective functioning of the department or school. Makes a substantial contribution by volunteering to participate in collaborative partnerships that extend beyond the department to the district, community and/or universities.	
----	--	--	--	--	--	--

<b>Standard #6 Overall Score</b>	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Progressing I</b>	<input type="checkbox"/> <b>Progressing II</b>	<input type="checkbox"/> <b>Proficient I</b>	<input type="checkbox"/> <b>Proficient II</b>	<input type="checkbox"/> <b>Proficient III</b>	<input type="checkbox"/> <b>Exemplary</b>
----------------------------------	---	--	---	---	--	---	--

**Comments:**

# PERFORMANCE STANDARD #7: Professional Responsibilities

*Special Service Providers have a responsibility to the profession, district, parents, students, and the public.*

Professional Responsibilities:		Level of Performance				
		The Itinerant Teacher of the Deaf performing at this level:				
The Itinerant Teacher should know and be able to:		<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Proficient</i>	<i>Exemplary</i>	<i>Evidence:</i>
<b>7a</b>	<b>Adhere to federal laws, state statutes and regulations pertaining to education, the Board of Education (BOE) Policies, and school rules.</b>	Disregards or has no awareness of legal and professional responsibilities pertaining to education. Does not comply with school rules and Paterson Public Schools policies and procedures.	Has a limited understanding and seeks to raise awareness of their legal and professional responsibilities pertaining to education. Complies minimally with school rules and Paterson Public Schools policies and procedures.	Understands and abides by the legal and professional responsibilities pertaining to education. Complies fully with school rules and Paterson Public Schools policies and procedures.	Fully understands and abides by the legal and professional responsibilities pertaining to education. Consistently complies with school rules and Paterson Public Schools policies and procedures. Actively contributes to solutions that promote effective implementation of policies and procedures.	
<b>7b.</b>	<b>Demonstrate professionalism</b>	Exhibits disrespectful behavior when interacting with students, parents, staff and/or the community. Displays unethical or dishonest conduct. Loses composure or becomes defensive when faced with a difficult problem.	Displays respect for others when interacting with students, parents, staff and the community. Acts ethically and honestly. Attempts to maintain composure in the face of conflict or difficult issues.	Models respect for others when interacting with students, parents, staff and the community. Acts ethically, honestly and with integrity at all times. Assumes responsibility for maintaining professional composure in the face of conflict or difficult situations.	Promotes a culture focused on exemplifying respect for others. Consistently acts ethically, honestly and with integrity. Is a calming presence when faced with conflict or challenges.	



7c	<b>Effectively communicate.</b>	Inconsistently communicates to students, staff, families, colleagues, administrators and the community. Communication is not accurate, understandable nor is it sent in a timely fashion.	Communicates information in a timely manner with multiple audiences (students, families, colleagues, administrators, community and others) using oral, written and electronic methods of communication.	Consistently communicates clear, understandable and accurate information in an efficient and timely manner with multiple audiences using a variety of communication methods.	Effectively communicates and collaborates with students, families, colleagues, administrators and the community in a manner that supports the welfare and success of students and the organization.	
7d.	<b>Maintain confidentiality</b>	Disregards the legal and professional aspects of confidentiality practices.	Seeks clarification and an understanding of confidentiality practices. A desire to develop a working knowledge of the law is demonstrated through the individual's initiative to do research, ask questions, and communicate with colleagues about best practice.	Maintains the legal and professional aspects of confidentiality practices. A working knowledge of the law is demonstrated through the decisions made regarding how, when, where, why, and with whom confidential information is shared and stored.	Consistently demonstrates respect for and prohibits others from sharing confidential information inappropriately. Demonstrates a working knowledge of the law through the decisions made regarding how, when, where, why, and with whom confidential information is shared and stored.	
7e.	<b>Perform assigned and related duties.</b>	Is absent from assignment and/ or is habitually late.	Performs assignment and other duties as assigned. Is usually present and on time.	Assumes full responsibility for the successful implementation of assignment and other duties as assigned. Is present and on time.	Consistently assumes full responsibility for and improves upon the effective and efficient implementation of assignment and other duties as assigned.	

<b>Standard #7 Overall Score</b>	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Progressing I</b>	<input type="checkbox"/> <b>Progressing II</b>	<input type="checkbox"/> <b>Proficient I</b>	<input type="checkbox"/> <b>Proficient II</b>	<input type="checkbox"/> <b>Proficient III</b>	<input type="checkbox"/> <b>Exemplary</b>
----------------------------------	---	--	---	---	--	---	--

**Comments:**