

**Learning Disability Teacher Consultant  
Domain 1: Planning and Preparation**

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1a: Demonstrates knowledge and skills in using educational assessments to evaluate students.	LDTDC demonstrate little or no knowledge and skill in using educational assessments to evaluate students.	LDTDC uses a limited number of educational assessment instruments to evaluate students.	LDTDC uses multiple educational assessment instruments to evaluate students.	LDTDC uses a wide range of educational assessment instruments to evaluate students and knows the proper situations in which each should be used.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1b: Demonstrates knowledge of child and adolescent development.	LDTDC plan/log reflects little or no knowledge of child and adolescent development.	LDTDC plan/log reflects partial knowledge of child and adolescent development.	LDTDC plan/log reflects accurate understanding of the typical development characteristics of the age group, as well as exceptions to the general patterns.	LDTDC plan/log reflects deep and thorough knowledge of the typical developmental characteristics of the age group, exceptions to the general patterns and displays knowledge of the extent to which individual students follow the general patterns.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1c: Develops appropriate goals and learning strategies based on evaluations and diagnosis.	LDTDC has no clear goals for the student or they are inappropriate based on the situation, evaluations or diagnosis.	LDTDC's goals for the student are rudimentary and are partially suitable to the situation, evaluations or age of the students.	LDTDC's goals for the student are clear and appropriate to the situation, age of the student and evaluations.	LDTDC's goals for the student are highly appropriate to the situation in the school, the age of the students, and the evaluations conducted. They have been developed following consultations with administrators and/or teachers.
<b>Evidence</b>				
<b>Recommendations</b>				

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1d: Collects appropriate information and writes reports containing all pertinent information.	LDTC's written language is illegible and reports contain inappropriate or irrelevant information.	LDTC's written language is legible and used correctly. Vocabulary is correct, but limited. Reports contain mostly relevant information.	LDTC's written language is clear and correct and vocabulary is appropriate. Reports contain relevant, useful information.	LDTC's written language is correct, expressive and with well-chosen vocabulary; avoids acronyms and jargon. Reports contain highly relevant and important information that leads to adequate decision-making.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1e: Demonstrates knowledge of district, state and federal guidelines.	LDTC demonstrates little or no knowledge of governmental regulations.	LDTC displays limited awareness of governmental regulations.	LDTC displays thorough knowledge of governmental regulations.	LDTC's knowledge of governmental regulations is extensive and comprehensive.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1f: Sets goals and outcomes, and evaluates direct services provided to students and families.	LDTC fails to set goals and outcomes, and has no plan to evaluate his/her work or resists suggestions that such an evaluation is important.	LDTC inconsistently sets goals and outcomes, and has a rudimentary plan to evaluate his/her direct services to students and families.	LDTC consistently sets goals and outcomes, and has an organized plan to evaluate his/her direct services to students and families with a collection of evidence to indicate the degree to which the goals have been met.	LDTC's sets seamless goals and outcomes, and has a highly sophisticated plan to evaluate his/her direct services to students and families with a collection of evidence to indicate the degree to which the goals have been met and a clear path toward improving services on an ongoing basis.
<b>Evidence</b>				
<b>Recommendations</b>				
Total Points for Domain 1				
Domain 1 Score = Total Points/24				

## Learning Disability Teacher Consultant

### Domain 2: The Environment

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
2a: Establishes rapport with students by creating an environment of safety and respect.	LDTDC's interactions with students are negative or inappropriate; students appear uncomfortable in presence of the LTD-C.	LDTDC's interactions are mostly positive; social worker's efforts at developing rapport are partially successful.	LDTDC's interactions with students are positive and respectful; students appear comfortable working with LDTDC.	LDTDC's interactions with students are positive and respectful and reflect a high degree of comfort and trust in the relationship.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
2b: Promotes a positive culture and climate by participating in crisis intervention and risk assessment.	LDTDC fails to establish a positive culture and climate, lacks involvement in crisis intervention, and makes faulty risk assessments of student(s) in crisis with inappropriate responses that do not address immediate needs.	LDTDC attempts to promote a positive culture and climate, inconsistently participates in crisis intervention, and makes general risk assessments of student(s) in crisis with limited response that lacks recommendations and follow through.	LDTDC consistently promotes a positive culture and climate, consistently participates in crisis intervention, and makes appropriate risk assessments of student(s) in crisis with responses addressing primary issues and makes appropriate recommendations that address student needs with follow through.	LDTDC consistently promotes a positive culture and climate, assumes a leadership role in crisis intervention, engages in on-going risk assessments of student(s) in crisis with responses that yield an accurate reflection of the students' status with follow through that reflects insight, tact, and strong knowledge of community resources.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
2c: Establishes and manages routines and procedures that follow the district referral process and uses time effectively.	LDTDC fails to establish routines and procedures, does not follow district referral procedures, and exercises poor judgment in setting priorities resulting in confusion and often missing deadlines.	LDTDC inconsistently follows established routines and procedures, sometimes follows district referral procedures, and exercises moderate judgment in setting priorities resulting in sometimes missing deadlines.	LDTDC consistently follows established routines and procedures, adheres to district referral procedures, and exercises appropriate judgment in setting priorities resulting in efficiently meeting deadlines.	LDTDC always follows established routines and procedures, consistently adheres to district referral procedures, and exercises exemplary judgment in setting priorities and seamlessly meets deadlines. The LDTDC is a resource person to others to learn the referral procedures.
<b>Evidence</b>				
<b>Recommendations</b>				

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
2d: Establishes and maintains norms of behavior for professional interactions	LDTC has not established norms of professional conduct; educators are frequently disrespectful in their interactions with one another.	LDTC's efforts to establish norms of professional conduct are partially successful.	LDTC has established clear norms of mutual respect for professional interaction.	LDTC has established seamless and clear norms of mutual respect for professional interaction. Educators ensure that their colleagues adhere to these standards of conduct.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
2e: Organizes physical office space (desk) for managing student evaluations, and storage of materials.	LDTC physical environment is in disarray and results in the inappropriate management of student evaluations.	LDTC attempts to create an inviting and well organized physical environment resulting in partially successful management of student evaluations.	LDTC physical space is organized, inviting and conducive to the successful management of student evaluations.	LDTC physical space is well organized, inviting and conducive to the efficient management of student evaluations. LDTC contributes and assists others in physical space arrangement.
<b>Evidence</b>				
<b>Recommendations</b>				
Total Points for Domain 2				
Domain 2 Score = Total Points/20				

**Learning Disability Teacher Consultant  
Domain 3: Instruction/Delivery of Service**

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
3a: Demonstrates ability to communicate effectively with teachers, administrators, other school staff, and families.	LDC fails to interact with or inappropriately engages with teachers, administrators, other school staff, and families regarding students.	LDC occasionally interacts with teachers, administrators, other school staff, and families regarding students.	LDC consistently interacts with teachers, administrators, other school staff, and families regarding students. LDC considers multiple aspects of the student's environment and implications on student achievement.	LDC seamlessly and proactively interacts with teachers, administrators, other school staff, and families regarding students. LDC considers all aspects of the student's environment, as well as other factors that impact student achievement, and provides preventative interventions to help foster student success.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
3b: Interprets data to make informed decisions in meetings and when creating or modifying students' IEPs.	LDC fails to use data or uses data incorrectly to assess student's needs, does not participate in meetings, and/or fails to create or modify student IEPs when deemed necessary.	LDC attempts to use data or has minimal usage of data to assess student's needs, rarely participates in meetings, and creates or makes general modifications to student IEPs when deemed necessary.	LDC uses data accurately to assess student's needs, actively participates in meetings, and creates or makes appropriate modifications to student IEPs when deemed necessary.	LDC interprets and uses data clearly and concisely to assess student's needs, often facilitates meetings, and creates and makes solid modifications to student IEPs in a culturally responsive manner when deemed necessary.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
3c: Manages caseload effectively.	LDC fails to schedule annual reviews and re-evaluations according to regulatory guidelines; IEPs show very little revision one year to the next.	LDC schedules annual reviews and re-evaluations according to regulatory timelines; PLAAFP and goal information are usually updated.	LDC schedules annual reviews and re-evaluations according to regulatory timelines; ensures all PLAAFP and goal information are updated; reviews student progress and makes changes accordingly.	LDC's annual reviews and re-evaluations are scheduled well in advance to allow time for collaborative PLAAFP and goals; student progress is reviewed frequently and adjustments are made according to the data collected.
<b>Evidence</b>				
<b>Recommendations</b>				

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
3d: Demonstrates familiarity with students on caseload.	LDTC does not assess student needs and displays no awareness of students on caseload.	LDTC does not assess student needs, but displays limited awareness of students on caseload.	LDTC demonstrates awareness of students on caseload and effectively assesses their needs.	LDTC demonstrates keen awareness of students on case load, accurately assesses their needs and contributes to program planning.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
3e: Demonstrates flexibility and responsiveness	LDTC avoids or ignores input and/or requests from staff, students, and/or parent(s) and adheres to the plan or program, in spite of evidence of its inadequacy.	LDTC responds reluctantly to input and/or requests from staff, students, and/or parent(s) and makes modest changes to the plan or program when confronted with evidence of the need for change.	LDTC responds to input and/or requests from staff, students, and/or parent(s) and makes changes to the plan or program based on the diverse needs of the student(s) when confronted with evidence of the need for change.	LDTC is readily and courteously seeks input and evidence from staff, students, and/or parents and makes changes to improve the plan or program based on the diverse needs of student(s).
<b>Evidence</b>				
<b>Recommendations</b>				
Total Points for Domain 3				
Domain 2 Score = Total Points/20				

**Learning Disability Teacher Consultant  
Domain 4: Professional Responsibilities**

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
4a: Reflects on professional practice	LDTDC does not reflect on professional practice, or the reflections are inaccurate or self-serving.	LDTDC's reflection on professional practice is moderately accurate and objective without citing specific examples of practice and with only general suggestions as to how it might be improved.	LDTDC's reflection on professional practice is accurate and objective citing specific examples of practice and with specific suggestions as to how prevention and intervention efforts might be improved.	LDTDC's reflection on professional practice is highly insightful and perceptive, citing specific examples and drawing on an extensive repertoire of alternative strategies outlining how prevention and intervention might be improved.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
4b: Maintains data-management system and records.	LDTDC reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	LDTDC's reports, records, and documentation are generally accurate but are occasionally late.	LDTDC's reports, records, and documentation are accurate and are submitted in a timely manner.	LDTDC approach to record keeping is highly systematic and efficient and serves as a model for colleagues.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
4c: Communicates with teachers, administrators, and families.	LDTDC makes no attempt to engage and/or is unavailable to teachers, administrators, and families for questions, planning and does not provide requested information or resources.	LDTDC occasionally attempts to engage and/or is inconsistently available to teachers, administrators, and families, for questions, planning and providing requested information or resources.	LDTDC attempts to engage and/or is consistently available to teachers, administrators, and families, for questions and planning, consistently providing requested information or resources.	LDTDC initiates engagement and is always available to teachers, administrators, and families and is proactive in providing information about the student(s) through a variety of means.
<b>Evidence</b>				
<b>Recommendations</b>				

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
4d: Participates in a professional community	LDTC's relationships with colleagues are negative, unprofessional or self-serving; and/or LDTC avoids being involved in events and projects in schools to which his/her team is assigned.	LDTC's relationships with colleagues are cordial and professional; and LDTC occasionally participates in mandatory events and projects in schools to which his/her team is assigned.	LDTC relationships with colleagues are positive, professional and productive; and LDTC regularly participates in events and projects in schools to which his/her team is assigned.	LDTC relationships with colleagues are positive, professional and productive; and LDTC assumes a leadership role in events and projects in schools to which his/her team is assigned.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	Level of Performance			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
4e: Engages in professional development	LDTC does not participate in professional development activities even when such activities are clearly needed for the development of skills.	LDTC's participation in professional development activities is limited to those that are convenient or are required.	LDTC seeks out opportunities for professional development based on an individual assessment of need.	LDTC actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
4f: Shows professionalism, including integrity and advocacy and maintains confidentiality.	LDTC displays dishonesty in interactions with colleagues, students, and families; and violates principles of confidentiality.	LDTC is honest in interactions with colleagues, students, and families; and does not violate confidentiality.	LDTC displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the families; advocating for students when needed.	LDTC can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocates for students; taking a leadership role with colleagues.
<b>Evidence</b>				
<b>Recommendations</b>				
Total Points for Domain 4				
Domain 4 Score = Total Points/24				

DOMAIN 1 SCORE	DOMAIN 2 SCORE	DOMAIN 3 SCORE	DOMAIN 4 SCORE	(add all scores) OBSERVATION SCORE



