

Framework for Teaching – Learning Consultant

Domain 1: Planning & Preparation				
Level of Performance				
Component	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
1a: Demonstrates knowledge and skills in using educational assessments to evaluate students	LDTC demonstrates little or no knowledge and skill in using educational assessments to evaluate students.	LDTC uses a limited number of educational assessment instruments to evaluate students.	LDTC uses 5-8 educational assessment instruments to evaluate students.	LDTC uses a wide range of educational assessment instruments to evaluate students and knows the proper situations in which each should be used.
1b: Demonstrates knowledge of child and/or adolescent development	LDTC demonstrates little or no knowledge of child and adolescent development.	LDTC demonstrates basic knowledge of child and adolescent development.	LDTC demonstrates thorough knowledge of child and adolescent development.	LDTC demonstrates extensive knowledge of child and adolescent development and knows variations of the typical patterns and sequences.
1c: Develops appropriate goals and learning strategies based on evaluations and diagnosis	LDTC has no clear goals for the student or they are inappropriate based on the situation, evaluations or diagnosis.	LDTC's goals for the student are rudimentary and are partially suitable to the situation, evaluations or age of the students.	LDTC's goals for the student are clear and appropriate to the situation, age of the student and evaluations.	LDTC'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.
1d: Collects appropriate information and writes reports containing all pertinent information	Written language is illegible and reports contain inappropriate or irrelevant information.	Written language is legible and used correctly. Vocabulary is correct, but limited. Reports contain mostly relevant information.	Written language is clear and correct and vocabulary is appropriate. Reports contain relevant, useful information.	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.
1e: Demonstrates knowledge of district, state and federal guidelines	LDTC demonstrates little or no knowledge of governmental regulations .	LDTC displays limited awareness o f governmental regulations.	LDTC displays thorough knowledge of governmental regulations .	LDTC's knowledge of governmental regulations is extensive and comprehensive.
1f: Effectively assess student learning in the classroom	LDTC does not monitor student learning.	LDTC monitors progress of the class as a whole, but elicits no diagnostic information.	LDTC monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	LDTC actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.

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Domain 2: The Environment				
Level of Performance				
Component	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
2a: Establishes rapport with students	LDTC's interactions with students are negative or inappropriate; students appear uncomfortable.	LDTC's interactions are a mix of positive and negative, the social worker's efforts at developing rapport are partially successful.	LDTC's interactions with students are positive and respectful; students appear comfortable.	Students seek out the LDTC, reflecting a high degree of comfort and trust in the relationship.
2b: Creates an environment of respect and support conducive for positive IEP Team meetings.	LDTC makes no attempt to establish a culture for productive communication, respect and support.	LDTC's attempts to promote a culture of respect and support are partially successful.	LDTC promotes respect and support conducive for positive IEP meetings among parents, students and teachers.	The culture for productive and respectful communication between and among parents, students and teachers, while guided by the LDTC, is maintained by the teachers and students.
2c: Demonstrates flexibility and responsiveness	LDTC adheres to the plan in spite of evidence of its inadequacy.	LDTC makes modest changes when confronted with evidence of the need for change.	LDTC makes revisions to the plan when they are needed.	LDTC is continually seeking ways to improve conditions and situations and makes changes in response to student, parent or teacher input.

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Domain 3: Delivery of Service				
Level of Performance				
Component	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
3a: Contributes interventions and strategies during meetings	LDTC fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.	LDTC's plans for students are partially suitable for them or are sporadically aligned with identified needs.	LDTC's plans for students are suitable for them and are aligned with identified needs.	LDTC develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
3b: Responds to inquiries and referrals; consults with teachers and administrators	LDTC fails to consult with colleagues or to tailor assessments to the questions raised in the referral.	LDTC consults with colleagues on a sporadic basis, making partially successful attempts to tailor assessments to the questions raised in the referral.	LDTC consults frequently with colleagues, tailoring assessments to the questions raised in the referral.	LDTC consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.
3c: Manages case load effectively	LDTC fails to schedule annual reviews and re-evaluations according to regulatory guidelines; IEP's show very little revision one year to the next.	LDTC schedules annual reviews and re-evaluations according to regulatory timelines; PLAAFP and goal information is usually updated.	LDTC schedules annual reviews and re-evaluations according to regulatory timelines; ensures all PLAAFP and goal information is updated; reviews student progress and makes changes accordingly	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.
3d: Communicates with parents and families; establishes a rapport with families on the case load	LDTC declines to maintain contact with families.	LDTC maintains occasional contact with parents/families.	LDTC maintains ongoing contact with parents/families.	LDTC maintains ongoing contact with parents/families and frequently initiates contact.
3e: Demonstrates flexibility in response to student needs	LDTC adheres to the plan or program, in spite of evidence of its inadequacy.	LDTC makes modest changes in the plan or program when confronted with evidence of the need for change.	LDTC makes revisions in the plan or program when it is needed.	LDTC is continually seeking ways to improve the plan or program and makes changes as needed in response to student, parent or teacher input.
3f: Demonstrates familiarity with students on case load	LDTC does not assess student needs and displays no awareness of students on case load.	LDTC does not assess student needs, but displays limited awareness of students on case load.	LDTC demonstrates awareness of students on case load and effectively assesses their needs.	LDTC demonstrates keen awareness of students on case load, accurately assesses their needs and contributes to program planning.

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Domain 4: Professional Responsibilities				
Level of Performance				
Component	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
4a: Demonstrates professional demeanor	LDTDC displays dishonesty in interactions with colleagues, students and the public; violates principles of confidentiality.	LDTDC is honest in interactions with colleagues, students and the public; plays a moderate advocacy role for students and does not violate confidentiality.	LDTDC displays high standards of honesty, integrity and confidentiality in interactions with colleagues, students and the public; advocates for students when needed.	LDTDC can be counted on to hold the highest standards of honesty, integrity and confidentiality and to advocate for students, taking leadership role with colleagues.
4b: Maintains accurate records according to state code and guidelines	LDTDC's records are in disarray; they may be missing, illegible, or stored in an insecure location.	LDTDC's records are accurate and legible and are stored in a secure location.	LDTDC's records are accurate and legible, well organized and stored in a secure location.	LDTDC's records are accurate and legible, well organized and stored in a secure location. They are written to be understandable to another qualified professional.