

DOMAIN ONE: PLANNING AND PREPARATION				
Levels of Performance				
Component 1A	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
<p>Demonstrating Knowledge of Content and Pedagogy</p> <p>Performance <i>(Evaluated via pre-observation interview, and discussion)</i></p>	<p>Planning incorporates little to no knowledge of grade/age level curriculum and development, discipline specific content, and best practice to develop appropriate instruction. Plans include ineffective strategies and limited knowledge of low-incidence disability needs.</p>	<p>Planning incorporates some knowledge of grade/age level curriculum and development, discipline specific content, and best practice to develop appropriate instruction. Plans include a few effective strategies and incomplete knowledge of low-incidence disability needs.</p>	<p>Planning incorporates knowledge of grade/age level curriculum and development, discipline specific content, and best practice to develop appropriate instruction. Plans include effective strategies and knowledge of low-incidence disability needs.</p>	<p>Planning incorporates in-depth knowledge of grade/age level curriculum and development, discipline specific content, and best practice to develop appropriate instruction. Plans include many effective strategies and demonstrate thorough knowledge of low-incidence disability needs.</p>
Criteria	<p>Cannot identify where other students of same age/grade are functioning</p> <p>Unaware of student deficits related to disability</p> <p>Cannot rationalize why the instructional strategy was chosen</p> <p>Unfamiliar with skills sequencing and has little to no evidence of planning based on prior skills acquisition</p>	<p>Identifies some areas where other students of same age/grade are functioning</p> <p>Somewhat aware of student deficits related to disability</p> <p>Sometimes rationalizes why one instructional strategy was chosen over another</p> <p>Knows some skills sequencing and has some evidence of planning based on prior skills acquisition</p>	<p>Can identify where other students of same age/grade are functioning so the itinerant is aware of student deficits related to disability</p> <p>Can rationalize why one instructional strategy was chosen over another</p> <p>Knows skills sequencing and has evidence of planning based on prior skills acquisition and future mastery</p>	<p>Identifies where other students of same age/grade are functioning -aware of student deficits related to disability</p> <p>Rationalizes why one instructional strategy was chosen over another</p> <p>Sequences skills in a variety of areas and plans on prior skills acquisition and future mastery</p> <p>Student shows knowledge of own needs</p>
Examples	<p>Does not ask questions or seek information</p> <p>Does not pick up/fix equipment</p> <p>Limited knowledge of medical conditions</p>	<p>Finds information when supported</p> <p>Needs multiple repetition of the same information for moderate mastery</p>	<p>Prepares in-services for staff on students and vision loss – includes interpretation of ocular report</p> <p>Knowledge of resources, new technology, and trends in the</p>	<p>Assists students in preparation of in-services when appropriate</p> <p>Prepares lessons related to grade level expectations/ assessments/units of instruction</p> <p>Prepares classroom teacher to</p>

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Vision Itinerant Teacher Rubric

Revised May, 2015

<p>Does not equip students with technology and does not perform maintenance checks</p> <p>Cannot articulate relevant information related to vision impairment</p> <p>Incorrectly interprets ocular information</p>	<p>Can interpret/articulate only basic information from ocular reports</p> <p>Can equip students with technology with assistance</p> <p>Slow to respond to equipment issues</p>	<p>field of visual impairment</p> <p>Puts plans in place for equipment use and care</p> <p>Proficiency in using of equipment and technology specific to visual impairments</p>	<p>monitor student use of equipment</p> <p>Provides information to team related to student's specific type/degree etc. of vision loss and appropriate expectations in the classroom and its impact on accessing instruction</p> <p>Provides in service to team members, other vision itinerants on equipment/technology related to visual impairments</p>
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<p style="text-align: center;">DOMAIN ONE: PLANNING AND PREPARATION</p>				
<p style="text-align: center;">Levels of Performance</p>				
<p>Component 1B</p>	<p>*Unsatisfactory</p>	<p>Basic/Needs Improvement</p>	<p>Proficient</p>	<p>Excellent</p>
<p>Demonstrating Knowledge of Students</p> <p>Performance</p> <p><i>(Evaluated via pre-observation interview, and discussion)</i></p>	<p>Plans demonstrate little to no understanding of the learning process and the impact of the child's impairment. Planning does not incorporate personal interests, personality, family and culture of students.</p> <p>Little knowledge of student communication skills and developmental level is reflected in planning of instruction</p>	<p>Plans demonstrate basic understanding of the learning process and the impact of the child's impairment.</p> <p>Planning does not often incorporate personal interests, personality, family and culture of students.</p> <p>Basic knowledge of student communication skills and developmental level is reflected in planning of instruction</p>	<p>Plans demonstrate clear understanding of the learning process and the impact of the child's impairment.</p> <p>Planning incorporates personal interests, personality, family and culture of students.</p> <p>Knowledge of student communication skills and developmental level is reflected in planning of instruction</p>	<p>Plans demonstrate in-depth understanding of the learning process and the impact of the child's impairment.</p> <p>Planning incorporates personal interests, personality, family and culture of students in a variety of ways.</p> <p>Knowledge of student communication skills and developmental level is reflected in planning of instruction</p> <p>Student participation in planning is evident</p>
<p>Criteria</p>	<p>Plans are inappropriate for</p>	<p>Some plans are appropriate for</p>	<p>Plans are appropriate for</p>	<p>Plans are specific to developmental</p>

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	<p>developmental levels</p> <p>Unfamiliar with students' additional disabilities or impact</p> <p>Unfamiliar with family background/culture</p> <p>Itinerant knowledge of student is not incorporated into plans</p> <p>Little to no understanding of impact of medical condition</p>	<p>developmental levels</p> <p>Knowledgeable about some students' additional disabilities</p> <p>Familiar with some students' family background/culture</p> <p>Itinerant knowledge of student is sometimes incorporated into plans</p> <p>Some understanding of impact of medical condition</p>	<p>developmental levels</p> <p>Knowledgeable about students' additional disabilities</p> <p>Familiar with family background/culture</p> <p>Itinerant knowledge of student is incorporated into plans</p> <p>Clear understanding of impact of medical condition</p>	<p>levels, interests and IEP goals</p> <p>Plans reflect knowledge of students' additional disabilities</p> <p>Knowledge of family background/culture is evident in planning</p> <p>Clear understanding of impact of medical condition</p> <p>Student's demonstrates knowledge of self and participates in planning</p>
Examples	<p>Plans lack awareness of disability and skill</p> <p>Does not seek information related to student's language or academic levels, classroom functioning</p> <p>Uses Incorrect instructional level materials– too low or too high</p> <p>Cannot describe relationship of vision loss to social/academic behaviors</p>	<p>Can identify personal interests of few students on caseload</p> <p>Cannot identify impact of vision loss on other areas of development</p> <p>Cannot identify the impact of vision loss on social and communication areas</p> <p>Can articulate students' current visual acuity but does not incorporate into instructional plan</p>	<p>Accommodation page is specific to the disability and developmental level of the student</p> <p>In-service materials reflect the specific needs of the student</p> <p>IEP Goals related to students' needs</p> <p>Lesson plans reflect cultural awareness and student interests</p> <p>Emails demonstrate knowledge and interest about students</p>	<p>Appropriate checklists are developed for specific skills or specific students</p> <p>Identifies impact of disability versus age typicality</p> <p>Uses curricular or student interest materials to plan goal activities</p> <p>Monitor current grades, district benchmarks, MAP scores or other indicators of academic achievement</p>

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DOMAIN ONE: PLANNING AND PREPARATION				
Levels of Performance				
Component 1C	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
<p>Setting Instructional Outcomes</p> <p>Performance</p> <p><i>(Evaluated via pre-observation interview, and discussion)</i></p>	<p>IEP goals are not individualized or aligned with academic or functional needs.</p> <p>Alignment to academic standards is unclear or non-existent.</p> <p>Itinerant lesson plans do not connect learning outcomes to IEP.</p>	<p>IEP goals are individualized for some students and are partially aligned to students' current levels.</p> <p>Weak alignment to appropriate academic standards. Some lesson plans include IEP goals.</p>	<p>IEP goals are individualized, measureable and related to student needs and appropriate academic standards. These goals are evident/present in teacher's plans and incorporated into the lesson.</p>	<p>IEP goals are measureable, individualized and are structured to increase student independence.</p> <p>IEP goals are based on student present level of performance and tied to appropriate academic standards.</p> <p>Plans reflect high learning expectations including having learners apply the learned skill.</p>
Criteria	<p>Goals are not specifically related to student present level of performance</p> <p>Common Core Standards or other learning objectives are missing from IEP goals.</p> <p>Lesson plans do not reference IEP goals.</p>	<p>Goals are not consistently related to student present level of performance</p> <p>Common Core Standards or other learning objectives are present on IEP but not actively addressed in lesson plans</p>	<p>Goals target student's area of need</p> <p>Goals are differentiated based on developmental/curricular levels of individual student</p> <p>Assessments for measuring goals are clear</p> <p>Lesson plans link to IEP goal and benchmarks</p>	<p>IEP goals meet specific student learning styles and needs</p> <p>How goals will be achieved is clear through benchmarks and measuring instrument</p> <p>Goals scaffold skills to promote student independence</p>
Examples	<p>Itinerant is unable to identify the IEP goal(s) are being addressed in a lesson</p> <p>Itinerant is unable to connect lesson to a learning standard</p> <p>Itinerant lacks data to show relationship between student performance and IEP goals</p>	<p>Itinerant is unclear about relationship between current level of performance and IEP goal</p>	<p>Goals are specific to student's area of disability</p> <p>Lessons include goals, objectives or area of need</p> <p>Goals and benchmarks are specific to the developmental need of the student</p>	<p>Itinerant is aware of all current IEP goals for their student and incorporates them when appropriate into their lessons</p> <p>Itinerant aligns goals with educational and family needs</p> <p>Analyze and interprets information to make recommendations regarding individual vision needs</p>

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DOMAIN ONE: PLANNING AND PREPARATION				
Levels of Performance				
Component 1D	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
<p>Demonstrating Knowledge of Resources</p> <p>Performance</p> <p><i>(Evaluated via pre-observation interview, and discussion)</i></p>	<p>Not knowledgeable about CASE resources.</p> <p>Unaware of external resources.</p>	<p>Knowledgeable about resources within RCCSEC.</p> <p>Aware of external resources</p> <p>Incorporates knowledge into plans for students.</p>	<p>Knowledgeable about resources both within and beyond CASE and their districts.</p> <p>Researches external resources and incorporates knowledge into instructional plans and communications with school teams and families.</p>	<p>Knowledgeable about resources both within and beyond RCCSEC and their districts.</p> <p>Researches external resources and incorporates knowledge into instructional plans and communications with school teams and families.</p> <p>Student is knowledgeable about resources.</p>
Criteria	<p>No knowledge/application of resources for families</p> <p>Little to no knowledge of state and federal guidelines</p> <p>No knowledge of district policies</p>	<p>Familiar with a few resources or resources in a few areas</p> <p>Inconsistently incorporates resources into instructional plans</p> <p>Limited knowledge of district, state and federal guidelines</p> <p>Inconsistently or infrequently shares resources with stakeholders</p>	<p>Itinerant accesses resources for medical information, data collection, assessment, lesson planning, materials, equipment, district, state and federal guidelines, financial assistance and community resources.</p> <p>Incorporates resources into instructional plans</p> <p>Shares information with families, colleagues, school staff</p> <p>Knowledgeable about state, federal and school district IEP policies</p>	<p>Itinerant collects, organizes and shares resources for medical information, data collection, assessment, lesson planning, materials, equipment, district, state and federal guidelines, financial assistance and community resources.</p> <p>Develops innovative systems for communicating information about resources to stakeholders</p>
Examples	<p>Information provided to team and family is incorrect</p> <p>Unexcused absences on professional development days</p> <p>Unwilling to put forth an effort to</p>	<p>Provides inaccurate information</p> <p>Unaware of resources outside of RCCSEC.</p>	<p>Works with families and schools to get equipment and resources for students</p> <p>Demonstrates knowledge of district, state and federal regulations and guidelines</p>	<p>Proactively develops and shares materials for families/stakeholders with access to local, state, national or online resources</p> <p>As appropriate, students or other team members, download books,</p>

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	<p>investigate resources for families or staff</p> <p>Outdated or irrelevant information</p>		<p>Demonstrates knowledge of organizations, vendors, scholarships, etc. that provide services and benefits for people with visual impairments.</p>	<p>troubleshoot equipment issues, etc.</p> <p>Use and share appropriate resources specific to vision needs</p>
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DOMAIN ONE: PLANNING AND PREPARATION				
Levels of Performance				
Component 1E	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
<p>Designing Coherent Instruction</p> <p>Performance</p> <p><i>(Evaluated via pre-observation interview, and discussion)</i></p>	<p>Limited or no knowledge of learners’ needs and design of instructional activities is not based on student’s IEP goals.</p> <p>Learning activities and plans or lessons do not target a particular skill.</p>	<p>Knowledge of learners’ needs and the content is inconsistently applied in the design of instructional activities that are based on student’s IEP goals.</p> <p>Some learning activities are sequential and plans or lessons teach a particular skill.</p>	<p>Knowledge of learners’ needs and the content is evident through the design of instructional activities based on student’s IEP goals.</p> <p>Learning activities are sequential and there are a variety of well-developed plans or lessons to teach a particular skill.</p>	<p>Knowledge of learners’ needs and the content is evident through the design of instructional activities based on student’s IEP goals.</p> <p>Learning activities are sequential and there are a variety of well-developed plans or lessons to teach a particular skill.</p> <p>Student identifies related activities to address IEP goals</p>
Criteria	<p>Lesson plans do not reflect knowledge of learning goals and students</p> <p>Does not plan strategies to use</p> <p>Lessons are unorganized</p> <p>Lessons are not sequential</p>	<p>Lesson plans reflect basic knowledge of learning goals and students</p> <p>Plans to uses a few strategies</p> <p>Lessons are loosely organized</p> <p>Lessons are too high/low for student</p>	<p>Lesson plans reflect knowledge of learning goals and students</p> <p>Plans to use several strategies</p> <p>Lessons are well sequenced, scaffolded and organized</p>	<p>Lesson plans reflect in-depth knowledge of learning goals and students</p> <p>Consistently plans to use several strategies</p> <p>Lessons are well sequenced, scaffolded and organized</p> <p>Students participate in identifying learning goals and planning</p>
Examples	<p>Lesson doesn’t match the IEP Goals</p> <p>Accommodations are not in</p>	<p>Lessons are redundant or lacking coherence</p> <p>Only some accommodations are</p>	<p>Lessons geared towards student’s curriculum and IEP</p> <p>Lessons are well organized and</p>	<p>Student can generalize lesson goals to curriculum</p> <p>Decisions are based on multiple</p>

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	<p>place</p> <p>Lesson is not geared toward student needs</p> <p>Lessons are disconnected from each other</p> <p>Objectives are not connected to assessment</p> <p>No scaffolding of instruction</p>	<p>in place</p>	<p>planned</p> <p>Lessons are differentiated and consist of varied activities</p> <p>Collaborates with team members regarding students instructional goals</p>	<p>avenues of available data (teacher reports, class observations, criterion referenced checklists and forms)</p> <p>Lesson activities individualized to fully engage students in learning</p>
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DOMAIN ONE: PLANNING AND PREPARATION				
Levels of Performance				
Component 1F	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
<p>Demonstrating Knowledge of Technology</p> <p>Performance</p> <p><i>(Evaluated via pre-observation interview, and discussion)</i></p>	<p>Plans to use of technology are limited and not related to student’s specific area of need. Plans for lessons do not include consideration of technology</p>	<p>Plans include available technology and equipment.</p> <p>Consideration of using electronic technology to access instruction is done with prompting.</p> <p>Does not independently seek out additional or innovative resources involving technology.</p>	<p>Plans incorporate general and field specific technology and equipment.</p> <p>Appropriate technology/equipment is selected to support IEP goals and access to educational activities.</p> <p>Itinerant consistently seeks out additional and innovative resources and takes responsibility for learning district-specific software and protocols.</p>	<p>Plans incorporate technology and preparations for malfunctions have been made.</p> <p>Data is used to select the most appropriate technology to support IEP goals and increase educational access and independence.</p> <p>Consistently seeks out new technology/equipment and incorporates knowledge into lessons.</p> <p>Fully knowledgeable of district technology.</p>
Criteria	<p>Use of irrelevant tools/instruction – not tied to student needs</p> <p>No criteria for student learning</p> <p>Student assessments/data not utilized to inform instructional decisions</p>	<p>Uses what is available</p> <p>Does not look for additional or new ways to access instruction</p> <p>Attends trainings or linkage meetings in which technology is presented but does not incorporate its use on own</p>	<p>Proactive in planning for use of technology in classroom</p> <p>Takes advantage of classes/training for new technology, equipment, programs and software</p>	<p>Student/staff can work without technology for short period because itinerant prepared them for this</p> <p>Technology for students is based on a data-driven process</p> <p>Willing to try new/unfamiliar technology after learning about it</p>
Examples	<p>Itinerant is unfamiliar with technology beyond what the student already uses</p> <p>Does not attend trainings related to technology</p> <p>Does not use CASE-provided technology during instruction</p>	<p>Itinerant is knowledgeable about technology that students are using</p> <p>No documentation that other types of technology were considered</p> <p>Programs/apps/ideas shared with itinerant are not used during instruction</p>	<p>Itinerant is familiar with Bookshare, Zoomtext, etc.</p> <p>Plans include checking and troubleshooting of personal equipment and technology</p> <p>Knowledgeable of district-specific policies and programs</p>	<p>Shares information with district/classroom teacher about accommodations related to district technology</p> <p>Process of choosing technology is documented</p>

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DOMAIN TWO: THE ENVIRONMENT				
Levels of Performance				
Component 2A	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
<p>Creating an Environment of Respect and Rapport</p> <p>Performance</p> <p><i>(Evaluated via direct observation)</i></p>	<p>Interactions with staff, students and parents are negative, insensitive or inappropriate. Staff, students and parents appear to be uncomfortable and unfamiliar with expectations. Student interactions with itinerant teacher are disrespectful. Instructional environment does not respect student dignity and/or discourages risk-taking.</p>	<p>Interactions with staff, students and parents are generally appropriate. Learners demonstrate minimal respect for the itinerant Some students are disrespectful to itinerant teacher. Instructional environment may respect the dignity of some students but does not always promote a safe environment for students.</p>	<p>Interactions with staff, students and parents are consistently respectful and positive and collaborative. Learners are respectful and comfortable when working with the itinerant teacher and expectations are known. Instruction provides a safe, supportive environment.</p>	<p>Interactions with staff, students and parents are characterized by two-way collaboration and are respectful and positive. Itinerant teacher interactions reflect genuine concern and respect. Instructional environment is nurturing.</p>
Criteria	<p>No attempt to build rapport with student, staff and families is made by itinerant</p>	<p>Itinerant teacher’s effort to build rapport with students and stakeholders is only partially successful and may not be sensitive to individual’s culture or special needs.</p>	<p>Courteous and respectful language used by student and itinerant teacher Itinerant teacher incorporates classroom/school rules into one-on-one instruction Humor is used when appropriate Attempts to build rapport are successful</p>	<p>Turnaround time (getting back to parent or staff once contacted is initiated) is quick and respectful Two-way collaboration between itinerant teacher and school team/parents Learning preferred mode of communication with staff/itinerant teacher</p>
Examples	<p>Not showing up Negative feedback is given Unable to answer school team or family Unwilling to look for answers to questions about student learning</p>	<p>Occasionally disrespectful Little to no positive feedback to student No elaboration on answers asked by school team or parents Unclear explanations about student learning</p>	<p>Establish rapport and trust through positive verbal and non-verbal exchanges Student/staff interactions are respectful, reflecting warmth and caring Student/staff interactions are appropriate to the cultural and developmental differences of</p>	<p>Consistently establishes rapport and positive verbal and non – verbal exchanges Student/staff interactions are consistently respectful, reflecting warmth and caring</p>

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		DOMAIN TWO: THE ENVIRONMENT			
		Levels of Performance			
Component 2B	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent	
<p>Establishing a Culture for Learning</p> <p>Performance</p> <p><i>(Evaluated via direct observation)</i></p>	<p>The culture during the lesson is characterized by a lack of teacher or student commitment to learning, and/or little to no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm. High expectations are reserved for only a few students.</p>	<p>The culture during the lesson characterized by little commitment to learning by the teacher or students. Teacher appears only “going through the motions,” and students indicate that they are interested in the completion of the task rather than the quality of work. Teacher conveys that student success is the result of natural ability rather than hard work. High expectations are reserved for those thought to have a natural aptitude for the subject.</p>	<p>The culture during the lesson indicates a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Interactions support learning and hard work.</p>	<p>The culture during the lesson indicates a cognitive busy place characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility to high quality by initiating improvements, making revisions, adding detail, and/or assisting peers.</p>	
Criteria	<p>Itinerant teacher conveys that there is little to no purpose for the work, or that the reasons for doing it are due to external factors.</p> <p>Itinerant teacher conveys that the work is too challenging for them.</p> <p>Students exhibit little or no pride in their work.</p>	<p>Itinerant teacher’s energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces.</p> <p>The teacher conveys high expectations for only some students.</p> <p>Students exhibit a limited commitment to complete the work on their own.</p>	<p>Itinerant teacher communicates the importance of the content and the conviction that with hard work all students can master the material.</p> <p>Itinerant teacher demonstrates a high regard for students’ abilities.</p> <p>Itinerant teacher conveys an expectation of high level of student effort.</p> <p>Students expend good effort to complete work of high quality.</p>	<p>The itinerant teacher communicates passion for the subject.</p> <p>The itinerant teacher conveys the satisfaction that accompanies a deep understanding of complex content.</p> <p>Students indicate through their questions and comments a desire to understand the content.</p> <p>Students assist their classmates in understanding the content.</p> <p>Students take initiative in improving the quality of their work.</p>	
Examples	<p>Itinerant teacher tells the students that they’re doing a lesson because it’s in the book or because it’s district mandated.</p>	<p>“Let’s get through this.”</p> <p>Itinerant teacher does not encourage students who are</p>	<p>“This is important: you’ll need this in the future”.</p> <p>“This idea is really important! It’s</p>	<p>“It’s really fun to find the patterns for factoring”</p> <p>Students ask another student to</p>	

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	<p>“Why don’t you try an easier problem”</p> <p>Student don’t engage in the task at hand.</p>	<p>struggling.</p> <p>Some students get right to work.</p>	<p>central to our understanding of history.”</p> <p>Let’s work this together; it’s hard, but you all will be able to do it well.”</p> <p>Students get to work right away when task is presented.</p>	<p>explain the work.</p> <p>Student asks permission to redo a piece of work.</p>
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DOMAIN TWO: THE ENVIRONMENT				
Levels of Performance				
Component 2C	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
<p>Managing Instruction</p> <p>Performance</p> <p><i>(Evaluated via direct observation)</i></p>	<p>Materials are general and not always appropriate to the needs of the learner.</p> <p>Significant amounts of instructional time are lost due to weak transitions between activities. Little evidence that students know and/or follow routines.</p>	<p>Materials are generally appropriate. Some loss of instructional time is evident due to weak transitions between activities.</p> <p>Some evidence that students know and/or follow routines. Pacing is uneven.</p>	<p>Materials and supplies are well organized and are appropriate for students or staff.</p> <p>Instructional time is used efficiently and transitions are smooth.</p> <p>Students know and/or follow routines. Non-instructional duties are done with little loss of instructional time. Pacing of the lesson is appropriate</p>	<p>Materials are ready, appropriate and include additional resources and multiple ways to access material.</p> <p>Instructional time is maximized.</p> <p>Students have been involved in establishing routines.</p> <p>Students are engaged with learning while itinerant attends to non-instructional duties.</p> <p>Pacing is appropriate.</p>
Criteria	<p>Transitions disorganized</p> <p>No procedures in place for handling instructional materials</p> <p>Materials are inappropriate for students or content.</p> <p>Considerable time off task due to unclear procedures</p> <p>Lessons do not match length of time of the session.</p>	<p>Time between activities is not utilized</p> <p>Inconsistent procedures in place for handling instructional materials</p> <p>Some materials are inappropriate for student or task</p> <p>Some time off task due to unclear procedures</p> <p>Lesson generally runs the same length of time as the session</p>	<p>Transitions do not interrupt instruction</p> <p>Instructional time is well utilized due to clear procedures/routines</p> <p>Itinerant multi-tasks to keep student engaged in order to complete student related, non-instructional duties. (notes to home, data collection, equipment check.)</p>	<p>Consistently links student interests to lessons</p> <p>Transitions are smooth and utilized for additional learning</p> <p>Procedures in place for handling instructional materials have been developed with student input</p> <p>Materials are appropriate or organized</p> <p>Instructional time is highly efficient due to clear procedures developed by student and itinerant teacher</p>
Examples	<p>Student waits for itinerant teacher to find materials during instruction</p> <p>Lesson ends early or doesn't get finished</p>	<p>Materials selected for student are not individualized</p> <p>Transitions are characterized by off-topic discussions/activities</p>	<p>Moving from one activity to another is smooth</p> <p>Materials have been prepared and are ready to use</p>	<p>Multiple ways to instruct – use of cell phone, laptop, school-safe technology tools</p> <p>Materials are sequentially organized</p>

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Vision Itinerant Teacher Rubric

Revised May, 2015

	<p>Activities are not linked together Student folder does not contain necessary items</p>	<p>Materials are somewhat accessible Organized folders for some students</p>	<p>Activities change throughout the lesson as needed Student folders well organized and complete</p>	<p>Time between activities is used for informal assessment, re-checking comprehension or extending instruction</p>
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Vision Itinerant Teacher Rubric

Revised May, 2015

		DOMAIN TWO: THE ENVIRONMENT			
		Levels of Performance			
Component 2D	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent	
<p>Managing Student Behavior</p> <p>Performance</p> <p><i>(Evaluated via direct observation)</i></p>	<p>No standards for conduct appear to have been established and/or students challenge established standards.</p> <p>Itinerant teacher does not respond to misbehavior and/or responses are disrespectful or inappropriate.</p>	<p>Standards for conduct appear to be established and itinerant is generally aware of student behavior.</p> <p>Attempts to respond to student misbehavior have uneven results.</p>	<p>Standards of conduct are clear to students and itinerant is alert to student behavior at all times.</p> <p>Response to misbehavior is respectful and appropriate behavior is positively reinforced.</p>	<p>Standards of conduct are clear and appear to have been developed with student participation and include behavior plans from students' classrooms.</p> <p>Behavior is managed proactively and planned for.</p> <p>Response to misbehavior is sensitive to student needs and is entirely appropriate.</p>	
Criteria	<p>Not aware of school policy/plans regarding student behavior</p> <p>Instructional setting has no clear standards for conduct</p> <p>Itinerant teacher does not monitor student behavior</p>	<p>Itinerant is aware of some school policy/plans regarding student behavior</p> <p>Expectations for behavior in the instructional setting are unclear or inconsistent</p>	<p>Incorporates school positive behavior support policies/initiatives into expectation and positive reinforcement to manage behavior</p> <p>Itinerant uses student's personal behavior chart as appropriate, knows skills sequencing and has evidence of planning based on prior skills acquisition and future mastery</p>	<p>Incorporates school and classroom positive behavior support policies/initiatives into expectations</p>	
Examples	<p>No response to behavior concerns</p> <p>Yells at student</p> <p>Uses inappropriate language</p> <p>Does not incorporate classroom/school rules or individual behavior plans</p>	<p>Occasionally responds to behavior concerns</p> <p>Inconsistent follow through with rewards or consequences related to student behavior</p>	<p>Clear and consistent expectations</p> <p>Monitoring of student behavior</p> <p>Proactive response to behavior</p> <p>Consistent implementation of behavior intervention plans.</p>	<p>Includes and utilizes a classroom behavior chart</p> <p>Immediately responds to behavior concerns</p> <p>Shares behavior data with teaching team</p>	

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Vision Itinerant Teacher Rubric

Revised May, 2015

DOMAIN TWO: THE ENVIRONMENT				
Levels of Performance				
Component 2E	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
<p>Creating a Technology Rich Environment</p> <p>Performance</p> <p><i>(Evaluated via direct observation)</i></p>	<p>Electronic technology is not used during instruction.</p> <p>Itinerant is unaware of resources such as tablet applications, disability-specific assistive technology and is unable to determine how student can better access academic content using technology.</p>	<p>High and low technology use is limited during instruction.</p> <p>Some technology is used to reinforce or reward behavior but not as an instructional tool.</p>	<p>Assistive and electronic technologies are integrated into instruction.</p> <p>Itinerant uses tools to provide ways for students to access information and to learn and practice new skills.</p>	<p>Technology is integrated into instruction.</p> <p>Itinerant uses multiple tools to provide ways for students to access instruction and to learn and practice new skills</p>
Criteria	<p>Technology not used even if available to enhance lesson</p> <p>No process to determine if disability-specific technology (CCTV, FM system, IPAD etc.) would be of help to student</p>	<p>Technology is inconsistently utilized to enhance instruction</p> <p>Attempts to integrate technology are basic</p> <p>Itinerant does not consider technology beyond what is offered by school, CASE or parent</p>	<p>Appropriate accommodations</p> <p>Technology is incorporated throughout lesson activities</p> <p>Itinerant attends workshops or other learning opportunities and uses new skills to enhance instruction</p>	<p>Itinerant teaches student's team about technology and has plans to incorporate its use throughout the school day</p> <p>Instruction is focused not just on access of technology but independence of use by students</p>
Examples	<p>Technology (such as IPAD) that is available is not used for instruction Itinerant unaware of resources to learn about technology</p> <p>Itinerant does not feel comfortable with technology and does not make an attempt to use it with students</p>	<p>Student picks a game to play that does not reinforce an academic skill</p> <p>Itinerant does not question team about what can be done with technology to improve access to curriculum</p>	<p>Students have multiple tools to learn material</p> <p>Itinerant uses resources to learn about technology that the team recommends</p> <p>Selected materials and applications enhance learning</p>	<p>Concept is taught using a variety of tools – CD, DVD, IPAD, direct instruction, etc.</p> <p>Students can apply knowledge of technology outside of school</p>

*Applicable to ALL UNSATISFACTORY Component ratings: Staff member is marginally and/or non-responsive to addressing PDP and/or identified areas of improvement.

Vision Itinerant Teacher Rubric

Revised May, 2015

DOMAIN THREE: DELIVERY OF SERVICE				
Levels of Performance				
Component 3A	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
<p>Communicating with Students</p> <p>Performance</p> <p><i>(Evaluated via direct observation)</i></p>	<p>Itinerant does not state or post the objective of the session.</p> <p>Itinerant does not explain procedures and directions clearly.</p> <p>Language and vocabulary are consistently unclear, incorrect and inappropriate to the age and interest of the student.</p>	<p>Itinerant inconsistently states or posts the objective of the session. Itinerant’s explanations of procedures and directions are unclear.</p> <p>Language and vocabulary are often incorrect and inappropriate to the age and interest of the student.</p>	<p>Itinerant states or posts the objective of the session.</p> <p>Itinerant explains procedures and directions clearly.</p> <p>Language and vocabulary are clear, correct and appropriate to the age and interest of the student.</p>	<p>Itinerant states or posts the objective of the session.</p> <p>Itinerant explains procedures and directions clearly.</p> <p>Language and vocabulary are clear, correct and appropriate to the age and interest of the student and student is able to communicate expectation of task/ goal</p>
Criteria	<p>The objective of the lesson is not posted and does not show a relationship to the student’s IEP. Explanations are unclear or absent during the lesson.</p> <p>Communications include errors of vocabulary or usage.</p> <p>Vocabulary is inappropriate to the age or culture of the students.</p>	<p>The objective of the lesson is unclear or not posted.</p> <p>Explanation of lesson is vague and non-specific</p> <p>Explanation of the content consists of a monologue or is purely procedural, with minimal participation by student.</p> <p>Vocabulary is too advanced or too juvenile for the student.</p> <p>There is little connection to background knowledge or previous lessons.</p>	<p>Clearly states the objective of the session.</p> <p>Explanation of content</p> <p>Itinerant links session to previous lessons and knowledge</p>	<p>Uses goals to drive the objectives of the lesson which are posted in the session.</p> <p>Explanation of content is clear and invites student participation and thinking</p> <p>Students verbalize or demonstrate understanding of objectives and directions</p> <p>Itinerant links session to previous lessons and knowledge</p> <p>Uses rich language, offering brief vocabulary lessons where appropriate.</p>
Examples	<p>No goal for the lesson is shared</p> <p>Teacher begins the lesson without giving the student directions.</p> <p>Itinerant makes a serious content error that will affect student’s</p>	<p>Itinerant talks much more than student</p> <p>No opportunity for student input. Student appears confused.</p>	<p>An objective is clearly presented to the student.</p> <p>Student verbalizes or demonstrates understanding of the procedures.</p>	<p>Communication with students is varied.</p> <p>Student assists Itinerant in clarifying learning goals</p>

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Vision Itinerant Teacher Rubric

Revised May, 2015

	understanding of lesson			
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Vision Itinerant Teacher Rubric

Revised May, 2015

DOMAIN THREE: DELIVERY OF SERVICE				
Levels of Performance				
Component 3B	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
<p>Lesson Content</p> <p>Performance</p> <p><i>(Evaluated via direct observation)</i></p>	<p>No connection between lesson and IEP goals.</p> <p>The content of the lesson is not appropriate for the student. There is no connection between the lesson and the classroom or grade level materials.</p>	<p>Explicit connection between IEP goals and lesson content is not present.</p> <p>Lesson content may be appropriate for the student’s disability. The connection between the lesson and grade level content is unclear.</p>	<p>Content of lesson reflects stated objectives.</p> <p>Lesson will assist student to meet IEP benchmarks and goals.</p> <p>Lesson content is related to student’s disability and is appropriate for student’s age and the learning objective.</p> <p>The lesson is tied to grade level content.</p>	<p>Lesson meets its own objective and is related to IEP goals/benchmarks.</p> <p>Clear relationship between lesson and content standards throughout instruction.</p> <p>Lesson reflects current practice and is related to student’s disability.</p> <p>Classroom and school wide initiatives, themes or activities are included.</p>
Criteria	<p>Lesson stands alone – is out of context of student’s IEP</p> <p>No connections to classroom or grade level learning</p>	<p>Connections between lesson and IEP benchmarks is unclear</p> <p>Weak connection between lesson and grade level material</p> <p>Lesson is generally appropriate for student’s disability</p>	<p>Materials and resources support the learning goals</p> <p>Content is appropriate for student’s age, learning objective and disability</p>	<p>Data on IEP goals can be gathered based on lesson taught</p> <p>Knowledge of what student is expected to do in classroom</p>
Examples	<p>Itinerant is unable to articulate a goal for the lesson</p> <p>The lesson is unrelated to the student’s disability</p> <p>Unaware of what student is learning in classroom</p>	<p>Itinerant is able to articulate goal for the lesson but not how it is related to IEP goals</p> <p>Unable to connect lesson to what student is learning in the classroom</p>	<p>Lesson demonstrates remediation or acquisition of a specific skill related to student’s disability</p> <p>Lesson topic, materials or theme is related to student’s classroom activity</p>	<p>Itinerant verbalizes connections between lessons and skills</p> <p>Uses vocabulary or materials from classroom for instruction</p> <p>Lessons reflect high expectations and encourage independence</p>

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Vision Itinerant Teacher Rubric

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		DOMAIN THREE: DELIVERY OF SERVICE			
		Levels of Performance			
Component 3C	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent	
<p>Instructional Design</p> <p>Performance</p> <p><i>(Evaluated via direct observation)</i></p>	<p>Only one type of instructional strategy is used.</p> <p>Activities are inappropriate for students' age, background, disability or IEP goals.</p> <p>The lesson does not have a structure. Itinerant does not check for understanding.</p>	<p>The lesson relies heavily on one type of instructional strategy or activity.</p> <p>Activities are generally appropriate for the students' age, background, disability or IEP goals.</p> <p>The lesson has a recognizable structure. Questions are used to check for understanding.</p>	<p>The Itinerant engages students in learning by using a variety of instructional strategies.</p> <p>Multiple ways to access content are provided. Activities are appropriate for students' age, background, disability.</p> <p>The lesson has a clearly defined structure that includes goal setting and closure.</p> <p>Questions promote thinking and understanding of content.</p>	<p>A variety of instructional strategies that incorporate student interests are used.</p> <p>Activities are appropriate for students' age, background, disability and consider student's culture and interests.</p> <p>The lesson has a clearly defined structure that includes goal setting, closure and reflection.</p> <p>Questions challenge students to engage in metacognition and high level thinking.</p>	
Criteria	<p>Activities are not specific to the student's needs.</p> <p>Lesson is not organized nor sequential</p> <p>Student involvement is low</p>	<p>Student does not have the opportunity to ask questions or make choices</p> <p>Insufficient time or student to practice skills</p>	<p>Lesson provides the student adequate time to practice skills Student has opportunity to make choices, ask questions and explain responses</p> <p>Itinerant builds upon student responses to questions</p> <p>Questions follow Bloom's Taxonomy</p>	<p>Students contribute ideas for modifying and/or extending the lesson/materials</p> <p>Materials and resources extend student learning and are tied to student interests.</p>	
Examples	<p>Little to no student participation Materials and resources are not ready and not related to lesson</p> <p>The itinerant does not ask questions during the session</p>	<p>One to two instructional activities are completed during the lesson</p> <p>The lesson has an opening and goals are set for the activity</p> <p>Some questions are asked to see if student understands</p>	<p>Varied activities throughout the lesson</p> <p>High level/open ended questions</p> <p>Connects relevance of lessons to previous understanding</p>	<p>Student can demonstrate an understanding of the application of the lesson to their needs</p> <p>Student reflection is a thorough and ongoing part of the lesson</p> <p>Students contribute to their learning through asking questions.</p>	

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Vision Itinerant Teacher Rubric

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DOMAIN THREE: DELIVERY OF SERVICE				
Levels of Performance				
Component 3D	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
<p>Using Assessment in Instruction</p> <p>Performance</p> <p><i>(Evaluated via direct observation)</i></p>	<p>Assessment is not used during the lesson to monitor progress as evidence of student learning.</p> <p>Little to no feedback is given to the student. Student is not involved in any assessment.</p>	<p>Assessment is used inconsistently during the lesson to monitor progress as evidence of student learning.</p> <p>Feedback is unspecific and untimely. Student is unaware of assessment criteria.</p>	<p>Assessment is used regularly by the itinerant during the lesson to monitor progress as evidence of student learning and to guide future instruction.</p> <p>Feedback is accurate and timely and advances learning. Students have opportunities to self-assess.</p>	<p>A variety of assessments are used that are fully integrated into lesson to monitor progress as evidence of student learning and to guide future instruction.</p> <p>Feedback is timely, consistent and extends learning. Student is aware of assessment criteria and itinerant teacher successfully differentiates instruction to address individual student misunderstandings.</p>
Criteria	<p>No assessment is done throughout the lesson.</p> <p>Makes no effort to determine whether the student understands the lesson.</p> <p>Does not ask the student to evaluate his/her work</p> <p>No feedback is given throughout the lesson.</p>	<p>Assessment is integrated into instruction inconsistently</p> <p>Some checks for understanding/uses assessment to monitor student progress</p> <p>Feedback to students is not specific or constructive.</p> <p>Little evidence that the student understands how his/her work will be evaluated</p>	<p>Feedback includes suggestions for future improvement</p> <p>Itinerant adjusts instruction to address individual student misunderstandings</p> <p>Frequent checks for understanding using appropriately leveled questions.</p> <p>Itinerant uses a variety of formative and summative assessments.</p> <p>Teacher includes student in assessment.</p>	<p>Student participates in assessment</p> <p>Frequent checks for understanding using appropriately leveled questions.</p> <p>Itinerant differentiates throughout the lesson based on the assessments.</p> <p>Student self-assesses.</p>
Examples	<p>No assessment of students is given throughout instruction</p> <p>No feedback</p> <p>No checks for understanding</p>	<p>Feedback does not guide the student to better understanding</p> <p>Few checks for understanding</p>	<p>Assessment is evident throughout instruction</p> <p>Feedback is specific</p> <p>Frequent checks for understanding.</p>	<p>Feedback is a two way conversation</p> <p>Students self-assess</p> <p>Goal data is presented on charts, graphs or other visuals</p>

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Vision Itinerant Teacher Rubric

Revised May, 2015

			Data is reviewed with student at the end.	
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Vision Itinerant Teacher Rubric

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DOMAIN THREE: DELIVERY OF SERVICE				
Levels of Performance				
Component 3E	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
<p>Demonstrating Flexibility and Responsiveness</p> <p>Performance</p> <p><i>(Evaluated via direct observation)</i></p>	<p>No revisions or adjustments are made throughout instruction. Flexibility is not exercised in setting priorities and effectively utilizing additional time or addressing unexpected tasks. Itinerant is not responsive to student instructional needs and ignores questions.</p>	<p>Modest revisions and adjustments are made throughout instruction. Flexibility is inconsistent when setting priorities and itinerant has difficulty effectively utilizing additional time or addressing unexpected tasks. Itinerant teacher attempts to be responsive to student instructional needs, but is only partially successful in promoting intellectual engagement.</p>	<p>Revisions and adjustments are made throughout instruction. Flexibility is exercised in setting priorities and effectively utilizing additional time or addressing unexpected tasks. Itinerant is responsive to student instructional needs.</p>	<p>Itinerant consistently makes revisions and adjustments seeking ways to improve instruction Itinerant teacher prioritizes and effectively utilizes additional time for addressing unexpected tasks. Itinerant and promotes intellectual engagement.</p>
Criteria	<p>Does not address and/or incorporate student interests or needs into learning</p> <p>Does not persist in assisting students having difficulty learning</p> <p>Itinerant teacher handles changes and requests in an unprofessional manner and is not has difficulty completing a lesson without the loss of time.</p>	<p>Inconsistently addresses student questions fully.</p> <p>Itinerant teacher handles changes and requests hesitantly and is inconsistently able to complete a lesson with little difficulty or loss of time.</p>	<p>Consistently addresses student questions</p> <p>Itinerant handles changes and requests in a professional manner and is able to complete a lesson with little difficulty or loss of time.</p> <p>Requests for help from team members of the student.</p>	<p>Consistently incorporates student’s needs/interests into the lesson.</p> <p>Itinerant handles requests in a very professional manner and effectively utilizes additional time to extend learning.</p> <p>Consistently utilizes resources and collaborates with team members of the student.</p>
Examples	<p>Itinerant teacher is upset and frustrated with schedule/location changes and is not able to complete a lesson</p>	<p>Itinerant teacher is frustrated with changes in schedule/location but is able to complete a partial lesson</p>	<p>Itinerant teacher consistently checks the functioning of equipment</p> <p>Itinerant teacher handles schedule/location changes in a professional manner and is able</p>	<p>Itinerant teacher takes all changes in stride and seeks opportunity for implementing a lesson that matches new time or place</p> <p>Itinerant teacher and student</p>

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Vision Itinerant Teacher Rubric

Revised May, 2015

			to complete a lesson	collaborate to find additional resources when existing resources are insufficient
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*Applicable to ALL UNSATISFACTORY Component ratings: Staff member is marginally and/or non-responsive to addressing PDP and/or identified areas of improvement.

DOMAIN FOUR: PROFESSIONAL RESONSIBILITIES				
Levels of Performance				
Component 4A	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
<p>Reflecting on Practice</p> <p>Performance</p> <p><i>(Evaluated via post-observation interview, and discussion)</i></p>	Unable to determine whether a lesson was effective or achieved instructional outcomes and/or profoundly misjudges the success of a lesson. Offers no suggestions for how a lesson could be improved.	A generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met is evident. General suggestions are made about how a lesson could be improved.	Accurate reflection on practice and additions or adjustments in instruction and staff support are made. Reflections include specific references to the lesson to determine effectiveness. Specific suggestions about what to try next time are generated.	Reflects consistently on practice and adds to or adjusts instruction and staff support. Reflections include specific examples from the lesson to determine effectiveness. Alternative actions and probable success of different courses of action are evaluated. Implements alternative plans consistently.
Criteria	Does not understand whether a lesson was effective or achieved instructional outcomes Profoundly misjudges the success of a lesson.	All information is generally accurate – feels lesson went well but can’t identify specific skills that were developed or enhanced	Ongoing reflection during and after lessons Reflections break down the lesson into specific components and each component is analyzed Suggestions are specific to student and skill areas that are being worked on	Reflections consider itinerant instruction and all over supports that students receive Possible alternatives for instruction are evaluated based on all other supports student receives
Examples	No suggestions for improving a lesson No data collection to indicate the success or lack of success for each lesson	Reports that lesson went well or didn’t go so well but not specific about issues Suggestions for improvement are general and not specific to skill or to student need	Data collection, charting, and progress notes Notes to self about what to try next time	Thoroughly familiar with skills that are being taught to students in classroom or in other related services areas

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Vision Itinerant Teacher Rubric

Revised May, 2015

DOMAIN FOUR: PROFESSIONAL PRATICE				
Levels of Performance				
Component 4B	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
<p>Maintaining Accurate Records</p> <p>Performance</p> <p><i>(Evaluated via post-observation interview, and discussion)</i></p>	<p>Unprepared for meetings. Reports are general and not always complete and/or accurate. Service minutes are not up to date.</p>	<p>Reports are generally accurate regarding student progress. Itinerant teacher attends meetings, but is often unprepared. Service minutes are generally up to date, but may only be partially accurate or are late.</p>	<p>Itinerant teacher prepares for meetings. IEP Present Levels and goal updates are data driven. Reports accurately convey student current profile. RCCSEC required records are accurate.</p>	<p>Preparation for meetings includes extensive evidence from a variety of sources and stakeholders. Reports are thorough and specific, providing extensive data on student progress. Service minutes are accurate. Students contribute information and/or participate in maintaining/tracking records.</p>
<p>Criteria</p>	<p>Deadlines frequently are not met and reminders are often needed.</p> <p>Student records are in disarray resulting in errors and confusion.</p> <p>No system for maintaining information on student progress</p> <p>Service minutes are rarely accurate or updated.</p>	<p>Student records may be incomplete</p> <p>Deadlines are inconsistently met</p> <p>Frequently attends meetings with minimal information on student progress</p>	<p>Service minutes, computer sheets, IIMC requests, student drops and additions are accurate and up to date.</p>	<p>Information is shared with student allowing student to reflect on strengths and weaknesses</p> <p>Students contribute to tracking progress and/or maintaining records</p> <p>Implements and proactively shares extensive record-keeping systems for tracking student progress</p> <p>Multiple systems/reports for tracking student progress</p>
<p>Examples</p>	<p>Frequent calls from schools asking if itinerant teacher can complete paperwork and provide reports</p>	<p>Reports do not include specific data or evidence of assessment</p> <p>Service minutes are accurate Folders are not appropriately purged</p>	<p>Surveys of staff, assessment of students, written reports. Process for record keeping is efficient and effective</p> <p>Student records (student folder) are in order, accurate, complete and readily available.</p> <p>Attend meetings</p> <p>Medical reports updated</p>	<p>E-mails from staff that in-service accommodations are being used/implemented</p>

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Vision Itinerant Teacher Rubric

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DOMAIN FOUR: PROFESSIONAL PRACTICE				
Levels of Performance				
Component 4C	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
<p>Communicating with Families</p> <p>Performance</p> <p><i>(Evaluated via post-observation interview, and discussion)</i></p>	<p>Communication with families is sporadic or culturally inappropriate. Unfamiliar with resources to share with families.</p>	<p>Sporadic attempts are made to communicate with families about the instructional program and student progress. Communications are one-way and are not always appropriate to the cultural norms of the family.</p>	<p>Itinerant appropriately communicates with families about the instructional program and individual student progress. Relevant resources are shared with families. Itinerant is sensitive to family culture.</p>	<p>Two-way communication with families occurs regularly and includes students' contribution. Resources for families are sought out and shared. Itinerant educates his/herself on family culture and background.</p>
Criteria	<p>Does not respond or responds insensitively to family concerns</p> <p>Makes no attempt to engage families or such efforts are inappropriate</p>	<p>Inconsistent in responding to the family</p> <p>Infrequent or incomplete information is sent home by itinerant teacher</p> <p>Communication may be inaccessible because of the language of the family</p>	<p>Available as needed to respond to family concerns</p> <p>Seeks parent input about the student</p> <p>Share information about workshops, social events, financial assistance, camps, scholarships, adult agencies, housing, transportation, colleges, perks, PACE, resources.</p>	<p>Assignments and activities include a family participation component</p> <p>Itinerant connects families with resources specific to student</p> <p>Communication with families is systematized.</p>
Examples	<p>Meets family once per year</p> <p>No consideration of second language needs</p>	<p>Everything is provided in one language</p> <p>No evidence that family is a part of the planning process</p> <p>IEP updates are the only communication</p>	<p>Regular emails/contact regarding student progress/resources</p> <p>Translating letters/information to parents</p> <p>Telephone calls/texts</p> <p>Effort made to learn about cultural heritage is evident</p>	<p>Newsletter</p> <p>Website or resource list</p> <p>E-mails or communications from parent</p> <p>Student has a role in communication</p> <p>Workshops/classes or other professional development to learn about different cultures</p> <p>Parent/staff surveys asking for</p>

*Applicable to ALL UNSATISFACTORY Component ratings: Staff member is marginally and/or non-responsive to addressing PDP and/or identified areas of improvement.

Vision Itinerant Teacher Rubric

Revised May, 2015

				feedback Parent notes/emails/cards
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*Applicable to ALL UNSATISFACTORY Component ratings: Staff member is marginally and/or non-responsive to addressing PDP and/or identified areas of improvement.

Vision Itinerant Teacher Rubric

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DOMAIN FOUR: PROFESSIONAL PRACTICE				
Levels of Performance				
Component 4D	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
<p>Participating in a Professional Community/Staff Communication</p> <p>Performance</p> <p><i>(Evaluated via post-observation interview, and discussion)</i></p>	<p>Itinerant is unable and/or unwilling to work with colleagues and school teams. Does not consult or collaborate with student’s team. Staff training does not occur. Does not respond to requests for assistance from school teams.</p>	<p>Itinerant will find out information at the request of colleagues and school teams. Consults/collaborates with student’s team upon request. Staff training is general. Response and availability to school team is uneven.</p>	<p>Itinerant shares knowledge and resources with colleagues and school teams. Regularly consults/collaborates with student’s team. Trains staff and provides them information about student and equipment. Response and availability to school team is timely and helpful.</p>	<p>Colleagues and school teams seek out itinerant for professional advice and suggestions. Itinerant is considered a vital member of the student’s planning team. Trains staff about students, equipment and what to do in unexpected situations. Response and availability is immediate, reliable and helpful.</p>
Criteria	<p>Purposely avoids becoming involved in projects</p> <p>Relationships with colleagues are negative or self-serving</p>	<p>Participates in projects when specifically asked.</p>	<p>Itinerant collaborates with outside agencies and specialists.</p> <p>Itinerant contributes to linkage meetings</p> <p>Promptly communicates information to stakeholders as needed</p> <p>Explanation of student information and technology is ‘teacher friendly’ and understandable</p>	<p>Contribution of itinerant teacher is valued by team members</p> <p>Itinerant finds answers and information independently and shares with team</p> <p>Itinerant is responsive and sensitive to the needs of the student’s team</p>
Examples	<p>Absent from meetings</p> <p>Unwilling to use colleagues for assistance</p>	<p>Listens to colleagues but does not implement their suggestions</p> <p>Inconsistent</p>	<p>Requests copies of medical reports</p> <p>Notes</p> <p>Speaks at meetings</p> <p>Meeting evidence – notes, sign in sheet, etc.</p> <p>Investigates and suggests guest speakers for linkage meetings</p> <p>Teacher is aware of district/RCSEC/State guidelines</p>	<p>Collects data after implementing suggestions from colleagues</p> <p>Sought out for information and/or assistance by staff members</p> <p>Volunteers for additional non-instructional duties</p> <p>Puts together presentations for linkage meetings</p> <p>Student writes/conducts in-service</p>

*Applicable to ALL UNSATISFACTORY Component ratings: Staff member is marginally and/or non-responsive to addressing PDP and/or identified areas of improvement.

Vision Itinerant Teacher Rubric

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			<p>and follows those guidelines in planning and communication with staff/parents.</p>	<p>or attends it</p> <p>Gears in-service for specific team members and areas of expertise</p> <p>In-service is completed before school starts for the students</p>
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Vision Itinerant Teacher Rubric

Revised May, 2015

DOMAIN FOUR: PROFESSIONAL PRACTICE				
Levels of Performance				
Component 4E	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
<p>Growing and Developing Professionally</p> <p>Performance</p> <p><i>(Evaluated via post-observation interview, and discussion)</i></p>	<p>Itinerant teacher does not work with colleagues to improve and/or enhance practice. Unaware of conferences or relevant workshops. Does not respond to feedback from colleagues or supervisor.</p>	<p>Itinerant teacher participates actively in assisting and working with colleagues to enhance practice. Requests to attend conferences or workshops. Does not respond to feedback from colleagues or supervisor.</p>	<p>Itinerant teacher participates actively in assisting and working with colleagues to enhance practice and contribute to the profession. Shares information with teams. Requests to attend conferences or workshops, shares and applies learned information. Professionally responds to feedback from colleagues and supervisors in a professional manner.</p>	<p>Itinerant teacher participates actively in assisting and working with colleagues to enhance practice and contribute to the profession. Conducts action research and shares information with teams. Requests to attend conferences or workshops, shares and applies learned information. Seeks out feedback from colleagues and supervisors.</p>
Criteria	<p>Doesn't attend classes, conferences or workshops</p> <p>Doesn't seek help or guidance</p> <p>Resistant to feedback on practice</p>	<p>Attends professional development when required</p> <p>Does not incorporate new strategies/feedback into practice</p>	<p>Shares at team and linkage meetings</p> <p>Subscribes to professional newsletters and organizations</p> <p>Shares information from professional organizations</p>	<p>Independently creates own growth opportunities that are tied to student growth</p> <p>Willing to try alternative ways to get students to grow</p> <p>Frequently seeks out resources to improve practice</p> <p>Seeks feedback</p>
Examples	<p>Doesn't ask peers</p> <p>Allows certification to lapse</p> <p>No in-service</p>	<p>Doesn't contribute or share information with team or at linkage meetings</p>	<p>Attends professional conferences/workshops</p> <p>Meets with teams and peers</p> <p>Maintains professional certificate</p> <p>Seeks out new resources</p> <p>Willing to try a new idea or technology and reflects on its success</p> <p>Participates in webinars</p>	<p>Presents at conferences</p> <p>Attends conferences outside area of expertise for needs of students</p> <p>Takes courses to increase knowledge</p> <p>Reflects on activities with other team members and itinerants</p> <p>Surveys student team members on effectiveness of services</p>

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Vision Itinerant Teacher Rubric

Revised May, 2015

DOMAIN FOUR: PROFESSIONAL PRACTICE				
Levels of Performance				
Component 4F	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
<p>Showing Professionalism</p> <p>Performance</p> <p><i>(Evaluated via post-observation interview, and discussion)</i></p>	<p>Itinerant does not displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and public. Unfamiliar with RCCSEC and district regulations and practice. Itinerant does not represent him/herself in a professional manner. Deadlines are not met.</p>	<p>Itinerant displays standards of honesty, integrity, and confidentiality in interactions with colleagues, students and public. Somewhat knowledgeable about RCCSEC and district regulations and practice. Itinerant represents him/herself in a professional manner. Deadlines require frequent reminders.</p>	<p>Itinerant displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and public. Respectful and knowledgeable about RCCSEC and district regulations and practice. Itinerant represents him/herself in a professional manner. Deadlines are met with minimal oversight.</p>	<p>Itinerant displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and public. Respectful and knowledgeable about RCCSEC and district regulations and practice. Itinerant represents him/herself in a professional manner. Deadlines are met independently and on time.</p>
Criteria	<p>Decisions are questionable</p> <p>Itinerant teacher is dishonest</p> <p>Service logs are not completed on time</p>	<p>Lacks understanding that schools have different processes in writing IEPs</p> <p>Informs schools at the last minutes of planned schedule changes</p>	<p>Schools are informed of changes/conflicts</p> <p>On time to meetings</p> <p>Responds to requests in a timely manner (registrations for workshops, projections, caseload updates)</p> <p>Understands the protocols in districts served</p> <p>Has a backup plan if materials are an issue so that students can access instruction</p>	<p>Records are up to date and completed independently.</p> <p>Equipment and materials for students are anticipated and ordered Itinerant is proactive and assumes a leadership role in ensuring highest standards.</p> <p>Confidentiality is a priority</p>
Examples	<p>Equipment arrives after school year has started</p> <p>Unaware of IEP process in districts</p> <p>Calls from school or teachers are received at RCCSEC indicating that communication about absences or</p>	<p>Student instruction is disrupted due to lack of equipment or training</p>	<p>Emails</p> <p>School sign in sheets</p> <p>School feedback</p> <p>IEPs</p>	<p>Emails</p> <p>Informs school sites of scheduling conflicts and changes</p> <p>Appropriate attire</p> <p>IEPs are turned in to RCCSEC in a</p>

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Vision Itinerant Teacher Rubric

Revised May, 2015

	schedule changes did not occur		Equipment checklists Awareness of field trips and other planned activities at the school	timely manner
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