GLOUCESTER CITY SCHOOL DISTRICT
Child Study Team Evaluation Rubric
2017-2018

Choose an item.                    Date: _____

CST Member: _____        Position: Choose an item.

School: Choose an item.

Evaluator: _____        Evaluator Title: _____

Start Time (if Observation): _____        End Time (if Observation): _____

Content of Observation: _____

| Rubric for Evaluating Child Study Team Members | | | | |
|---|---|---|---|---|
| **Standard 1: CST Members demonstrate leadership.** CST Members demonstrate leadership by promoting and enhancing the overall academic mission by providing services that strengthen the student, school, home, and community partnerships and alleviate barriers to learning in the twenty-first century. CST Members contribute significantly to the development of a healthy, safe, caring, and supportive learning environment by advancing awareness and understanding of the social, emotional, psychological, and academic needs of students. CST Members understand the influences of school, family, community, and cultural differences on academic achievement. CST Members are knowledgeable of the relevant laws and policies and improve the profession by demonstrating high ethical standards and following the codes of ethics set out for the profession. CST Members demonstrate leadership by participating in school and district-level activities and committees to address system-level issues. | | | | |
| **1a: CST Members demonstrate leadership in the schools.** CST Members work collaboratively with all school personnel to create a safe, positive learning community and assist in facilitating problem solving. CST Members provide leadership and collaborate with other school personnel to provide effective school support services. CST Members analyze and use local, state, and national data to assist in the development of prevention and intervention programs. Such programs assist in the development of School Improvement Plan (SIP) goals and strategies that enhance student learning and contribute to safe schools. CST Members assist student learning by working collaboratively with school personnel to design, implement, and evaluate the effectiveness of core instruction and evidence-based interventions. They demonstrate expertise in collecting, managing, and interpreting various types of individual and group data. | | | | |
| Developing | Proficient | Accomplished | Distinguished | Not Demonstrated |
| ☐ Understands that the use of data promotes effective learning environments | ☐ Collects, manages, and interprets various kinds of group and individual data | ☐ Uses data to help schools identify needs for prevention and intervention programs | ☐ Evaluates the effectiveness of core instruction and/or prevention and intervention services and programs and provides input to drive positive change within the school/district | |
| ☐ Attends professional learning community meetings | ☐ Participates in professional learning community meetings | ☐ Assumes a leadership role in professional learning community meetings | ☐ Collaborates with colleagues to improve the quality of learning the school | |
| ☐ Displays awareness of the goals of the school improvement plan | ☐ Participates in developing and/or implementing the school improvement plan | ☐ Collaborates with school personnel on school improvement activities | ☐ Assumes a leadership role in implementing school improvement plan throughout the building | |

**1b: CST Members strive to enhance their individual professions.** CST Members strive to enhance the school psychology, learning disabilities teacher/consultant, and social work professions. They actively participate in and advocate for decision-making structures in education and government that utilize their expertise. They communicate the goals and roles of the CST to stakeholders. CST Members promote professional growth and collaborate with their colleagues, professional associations, and training programs to improve their professions.

| Developing | Proficient | Accomplished | Distinguished | Not Demonstrated |
|---|---|---|---|---|
| ☐ Promotes and advocates for the Choose an item. profession | ☐ Advocates for decision-making structures that take advantage of Choose an item.'s specialized knowledge and skills | ☐ Collaborates with colleagues to promote professional growth and improve the profession | ☐ Serves in leadership role to improve the profession | |
| | ☐ Communicates the role of the Choose an item. to stakeholders. | | | |

**1c: CST Members advocate for students, families, schools, and communities.** CST Members advocate for positive change in policies and practices affecting student learning. They share individual, classroom, building, and system data with administrators to promote school improvement and student outcomes. CST Members support the School Improvement Plan and student academic success through developing and utilizing internal and external partnerships and resources. CST Members use data to monitor, evaluate, and adjust evidence-based interventions for students with behavioral, academic, affective, or social needs. They collaborate with other educators in implementing initiatives to alleviate the educational and mental health needs of students to improve student learning and to create safe learning environments. They provide direct services to individuals and groups of students to improve student learning. They promote family involvement in the educational process. They maintain current and appropriate resources for student, parents, school, home, and community.

| Developing | Proficient | Accomplished | Distinguished | Not Demonstrated |
|---|---|---|---|---|
| ☐ Supports policies and practices that positively affect student learning | ☐ Shares data with administrators and/or staff to improve student learning outcomes | ☐ Analyzes and synthesizes data to promote school improvement and improved student outcomes | | |
| ☐ Demonstrates sensitivity to issues related disproportionally to minority populations | ☐ Advocates on behalf of students and families to meet their needs | | ☐ Advocates for students by making recommendations about improving CST services | |

| | | | aligned with analysis and synthesis of data | |
|---|---|---|---|---|
| ☐ Understands the importance of family involvement in the educational process | ☐ Promotes family involvement | ☐ Facilitates connections between families and school staff | ☐ Facilitates connections between families and community resources | |

**1d: CST Members demonstrate high ethical standards.** CST Members practice in ways that meet all appropriate ethical, professional, and legal standards. CST Members demonstrate ethical principles, including honesty, integrity, fair treatment, and respect for others. They maintain confidentiality with student records and information. They recognized the limits of their expertise when providing student support services and utilize other resources as necessary. CST Members deliver services consistent with the ethical principles and professional standards set forth by their State and National Associations.

| Developing | Proficient | Accomplished | Distinguished | Not Demonstrated |
|---|---|---|---|---|
| ☐ Demonstrates ethical behavior | ☐ Stays current in legal, ethical, and professional standards | ☐ Collaborates with colleagues and administration to address ethical issues in providing student support services | ☐ Takes a leadership role in supporting colleagues to address issues of ethical practice | |
| | ☐ Models the tenets of legal, ethical, and professional standards | | | |
| ☐ Maintains confidentiality of student records and information | | | | |
| ☐ Recognizing limits of expertise | | | | |

Potential Artifacts:

Comments:

**Standard 2:  CST Members promote a respectful environment for diverse populations**.  CST Members promote a safe, positive, and respectful learning environment in which individual differences are valued.  CST Members demonstrate sensitivity and skills needed to work with families, students, and staff from diverse cultures and backgrounds.  They incorporate information about student backgrounds when designing interventions, conducting assessments, and providing consultation.  CST Members use knowledge of language development, including knowledge of second language acquisition, when evaluating and working with students of diverse language backgrounds.  They collect and analyze local, state, and national data to assist in designing, implementing, and evaluating programs that reduce school violence and improve school safety.  CST Members promote fairness and social justice in educational programs and services.  They utilize a problem-solving framework when addressing the needs of diverse populations.

**2a:  CST Members promote an environment in which each student has positive nurturing relationships with caring adults.**  CST Members encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.  They provide developmentally appropriate and prevention-oriented strategies to nurture students' relationships with caring adults.  They advocate for student and family involvement in the educational process at all levels.  CST Members consider relevant individual differences (e.g., developmental level, cultural background, and area of disability) when selecting assessment procedures and when recommending educational services or interventions.  They demonstrate sensitivity to issues related to disproportionality of minority populations in special education.  They use knowledge of school climate to assist school personnel in assessing, analyzing, designing, implementing, and evaluating interventions that lead to positive and respectful learning environments for all students.

| Developing | Proficient | Accomplished | Distinguished | Not Demonstrated |
|---|---|---|---|---|
| ☐ Encourages an inviting, respectful, supportive, inclusive, and flexible learning environment | ☐ Identifies factors that have an impact on student/teacher interactions | ☐ Provides developmentally appropriate and prevention-oriented strategies that nurture students' relationships with staff members | ☐ Promoting a respectful and supportive school climate that includes collaboration and a commitment to quality instruction and services | |
| ☐ Engages students and family members in the educational process | ☐ Facilitates communication and collaboration among school personnel, families, community professionals, and others | ☐ Identifies and addresses factors that have an impact on family/school partnerships and interactions with community providers | | |
| ☐ Considers relevant individual differences when determining services needed | | | | |

**2b: CST Members use a global perspective in the school, home, and community**. CST Members recognize issues of diversity that affect their interactions with other people and organizations. They demonstrate their knowledge of diverse cultures and their role in shaping global issues. CST Members recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. They strive to understand how a student's culture and background may influence his or her school performance. CST Members provide professional development opportunities on the topic of diversity for parents, teachers, administrators, and the community. They demonstrate sensitivity and skills needed to work with families, students, and staff from diverse cultures and background. CST Members modify or adapt their practices in order to effectively meet diverse needs.

| Developing | Proficient | Accomplished | Distinguished | Not Demonstrated |
|---|---|---|---|---|
| ☐ Understands how a student's culture and background influence school performance, development, and personality | ☐ Modifies or adapts practices to meet diverse student needs | ☐ Seeks ways to overcome barriers to effective family and community involvement | ☐ Collaborates with colleagues to eliminate systemic barriers to student achievement | |
| ☐ Understands how his/her own biases and those of others influence decision making, instruction behavior, and interactions with others | ☐ Selects materials and activities that counteract stereotypes and incorporate contributions of all cultures | ☐ Modifies practices to more effectively meet the student needs in relation to cultural differences | | |
| ☐ Values the differences and contributions of each student in the learning environment | ☐ Demonstrates sensitivity and skill in working with families, students, and staff from diverse cultures and backgrounds | ☐ Provides professional development opportunities on diversity for parents, teachers, administrators, and the community | | |

2c: **CST Members support high expectations for all students.** CST Members maintain high expectations, including graduation from high school, for students of all backgrounds. They appreciate differences and value the contributions of each student in the learning environment by building positive, appropriate relationships. CST Members assist students, individually and in groups, in developing social, affective, and adaptive skills. They understand learning and instruction and use such knowledge to assist school personnel in developing evidence-based interventions that support and encourage high expectations for all students. They understand the importance of early reading and math literacy in supporting high expectations for all students and promoting high school graduation rates. They assist school personnel in the assessment, analysis, design, implementation, and evaluation of preventions and intervention programs to promote effective early reading and math literacy skills for all students.

| Developing | Proficient | Accomplished | Distinguished | Not Demonstrated |
|---|---|---|---|---|
| ☐ Understands the importance of setting high expectations for all students | ☐ Sets and maintains high expectations for all students | ☐ Works collaboratively with teachers to share information regarding current empirically based research on learning and cognition to support teachers in the development of instructional strategies for students | ☐ Provides professional development training to teachers and other staff regarding research on learning and cognition as it relates to instruction | |
| ☐ Understands the importance of early reading and math literacy | ☐ Collaborates with administrators, teachers, and a range of specialists to help meet students' special needs | | ☐ Provides leadership in implementation of reading and math literacy programs that increase high school graduation rates | |
| ☐ Understands that students need social, affective, and adaptive skills to function effectively in the world | ☐ Assists students in developing social, affective, and adaptive skills | ☐ Assists school personnel in considering relevant ecological factors and diversity characteristics as a context for making decisions about students | ☐ Works collaboratively with administration to create opportunities for students to use their social, affective, and adaptive skills to benefit the school community | |

| 2d: **CST Members work collaboratively with students and families.** CST Members recognize that educating students is a shared responsibility involving the students, schools, families, and communities. CST Members improve communication and collaboration among the student, school, home, and community in order to promote trust and understanding and build partnerships among the student, school, home, and community. CST Members use a problem-solving process to seek solutions to barriers that inhibit effective family and community involvement in the students' education. CST Members participate in planning and implementing prevention programs to address the social and affective needs of students, including school or system-level crisis response. | | | | |
|---|---|---|---|---|
| Developing | Proficient | Accomplished | Distinguished | Not Demonstrated |
| ☐ Recognizes that educating students is a shared responsibility involving the students, schools, families, and communities | ☐ Facilitates communication and collaboration among the student, school, home, and community. | ☐ Promotes trust and understanding and builds partnerships among the student, school, home, and community | ☐ Collaboratively addresses systemic problems such as truancy, dropout, bullying, youth suicide, or school violence | |
| | | ☐ Coordinates services when educational programming for children involves multiple agencies | | |

| 2e: **CST Members provide services that benefit students with unique needs**. CST Members collaborate with administrators, teachers, and a range of specialists to help meet the unique needs of all students. They are knowledgeable about and skillful in using a problem-solving process to identify various assessment measures regarding academic evidence-based interventions for students whose specific behavioral, affective, or social needs have an impact on their own learning. CST Members use data to monitor, evaluate, and adjust interventions for students with behavioral, affective, or social needs. CST Members understand the physical and mental health conditions of children and adolescents. They provide leadership and participate in collecting needs assessment data to identify service gaps in meeting the social, affective, and developmental needs of children. They provide psychological and/or educational counseling to individuals or groups of students as appropriate. They demonstrate sensitivity to issues related to disproportionality of minority populations in special education. | | | | |
|---|---|---|---|---|
| Developing | Proficient | Accomplished | Distinguished | Not Demonstrated |
| ☐ Is knowledgeable about and skillful in using a problem - solving process to identify assessment measures | ☐ Collaborates with administrators, teachers, and a range of specialists to meet the unique needs of students | ☐ Develop evidence – based interventions for students whose behavioral, affective, or social needs have an impact on their learning | ☐ Provides leadership in collecting data to identify service gaps in meeting the social, affective, and developmental needs of children | |
| ☐ Understands the physical and mental | | ☐ Uses data to monitor, evaluate, and adjust interventions for students | | |

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|---|---|---|---|---|
| health needs of children and adolescents | | with behavioral, affective, or social needs | | |

Potential Artifacts:  FBA, BIP

Comments:

| **Standard 3:  CST Members use their knowledge of the school environment, child development, and curriculum and instruction to improve student achievement**.  CST Members align their services to support the Common Core State Standards and best practices.  They incorporate information about students' ethnic, racial, language, cultural, or socio-economic backgrounds when providing consultations, conducting evaluations, and designing interventions.  They demonstrate knowledge of learning, child development, language development, curricula, and instruction in the development of evidence-based academic interventions.  CST Members have knowledge of universal screening, early reading and math literacy.  They participate in designing prevention and intervention methods to address problems that impact student learning.  They assist teachers and administrators in collecting and analyzing data to effectively design and implement programs that influence learning and behavior.  CST Members participate in the implementation and evaluation of programs that promote safe schools and communities.  They participate in the development of school improvement plans to improve the school climate, student learning, and instruction. |

| Developing | Proficient | Accomplished | Distinguished | Not Demonstrated |
|---|---|---|---|---|
| **3a:  CST Members deliver comprehensive services unique to their specialty area.**  CST Members possess a rich and deep understanding of students, schools, families, and communities.  They utilize skills such as assessment, consultation, counseling, and collaboration to create and provide developmentally-appropriate and targeted interventions to meet the identified needs of students, schools, families, and communities.  CST Members support and encourage student and family involvement.  They provide and interpret information about relevant research findings to school personnel, parents, and the public.  They assist in the development, implementation, and evaluation of school-wide or system-wide early screenings, programs, and interventions based on needs assessments and other relevant data. |
| ☐ Has a deep and rich understanding of students, schools, families, and communities | ☐ Identifies students in need of instructional or behavioral support | ☐ Provides relevant research findings to school personnel, parents, and the public | ☐ Designs, implements, and evaluates the fidelity and effectiveness of school wide or system wide interventions | |
| | ☐ Provides a continuum of developmentally appropriate and targeted | ☐ Assists in development, implementation, and | | |

| | | | | |
|---|---|---|---|---|
| | mental health and/or educational interventions | evaluation of screenings, programs, and interventions | | |
| | ☐ Participates in Intervention and Referral Services teams and other school crisis teams as appropriate | | | |

**3b:  CST Members recognize the relationship between the school environment, curriculum and instructions, and the impact on the student learner.**  CST Members understand the link between school special services and the Common Core State Standards.  They understand the implications of demographic and socio-economic factors that influence student achievement.  They communicate and collaborate effectively with teachers, other staff members, and families as part of a problem-solving team within the school setting.  They communicate and collaborate effectively with community professionals and agencies (e.g., local physicians and mental health care providers) regarding student and school-related issues and identify appropriate resources, facilitate access to services, and coordinate services as appropriate.  CST Members understand the way the relationship between school and classroom environment and curriculum and instruction can affect student learning.  They use a problem-solving process to design, implement, and evaluate evidence-based intervention to improve student learning. They assist school staff in collecting and analyzing progress monitoring data to evaluate instruction and interventions.

| Developing | Proficient | Accomplished | Distinguished | Not Demonstrated |
|---|---|---|---|---|
| ☐ Understands the link between special services and the Common Core State Standards | ☐ Facilitates design and delivery of instructional strategies that promote academic achievement | ☐ Assists school staff in collecting and analyzing progress monitoring data | ☐ Makes recommendations for school and/or district level improvements based on evaluation findings | |
| ☐ Understands the potential impact of school environment on student learning | ☐ Conduct assessments to determine the learning needs of students | ☐ Helps school staff use progress monitoring data to design, implement, and evaluate  instruction and interventions | | |

**3c:  CST Members facilitate student acquisition of twenty-first century skills.**  CST Members are knowledgeable about the social, affective, and adaptive domains of child development.  They identify and apply sound principles of behavioral change within the academic, social, affective, and adaptive domains in order to help design and implement prevention and intervention programs.  CST Members incorporate twenty-first century life skills deliberately, strategically, and broadly into their services.  These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, interpersonal skills, self-direction, and social responsibility.  CST Members help

students understand the relationship between the Common Core State Standards and twenty-first century content, which includes global awareness, financial, economic, business and entrepreneurial literacy, civic literacy, and health and wellness awareness.  They facilitate student understanding of twenty-first century content relevant to academic, social, affective, and adaptive success.  They collaborate with administrators to address school and/or system needs and priorities.

| Developing | Proficient | Accomplished | Distinguished | Not Demonstrated |
|---|---|---|---|---|
| ☐ Understands the relationship between the Common Core State Standards, twenty-first century skills, and the delivery of special services | ☐ Identifies the links between the Common Core State Standards, twenty-first century skills, and the delivery of special services | ☐ Incorporates twenty-first century skills and content into delivery of special services | ☐ Collaborates with school and district staff to facilitate student acquisition of the Common Core State Standards and twenty-first century skills | |

**3d:  CST Members develop and/or provide comprehensive special services that are relevant to all students.**  CST Members use data to develop comprehensive special services that are relevant to all students.  They consult and confer with teachers, staff, and families about strategies to facilitate the social, emotional, and affective adjustment of all students.  CST Members participate in the planning and implementation of prevention and intervention programs to address the social and affective needs of all students.  They incorporate into their programs the life and leadership skills students need to be successful in the twenty-first century.  They use findings from intervention research when designing educational or mental health intervention programs for students.

| Developing | Proficient | Accomplished | Distinguished | Not Demonstrated |
|---|---|---|---|---|
| ☐ Understands the components of a comprehensive Individualized Educational Programs | ☐ Develops and provides comprehensive Individualized Educational Programs based on best practices and student needs | ☐ Uses research findings to design Individualized Educational Programs | ☐ Analyzes and interprets data to evaluate and improve practices | |

Potential Artifacts:


Comments:


**Standard 4:  CST Members support student learning through the use of a systematic problem-solving approach.**  CST Members understand how social, emotional, psychological, and environmental factors influence students' academic performance and achievement.  They use a

problem-solving process to assist in early identification of student learning problems.  They use an ecological perspective to assess students' cognitive and/or academic performance using a variety of instruments and techniques.  CST Members assist school staff in the collection of universal screening data and progress monitoring data.  This data is then used to adjust academic instruction and interventions.

**4a:  CST Members use a variety of strength-based methods.**  CST Members help schools develop challenging, but achievable, goals for all students.  CST Members collaborate and consult with educational stakeholders to develop appropriate goals for students with different abilities, strengths, needs, and interventions to achieve these goals through involvement in problem-solving teams or in school-wide screening efforts.  When working with teachers, administrators, and families, CST Members utilize a strength-based approach that influences learning and behavior.  They also use a strength-based approach when selecting assessment instruments to identify learning and behavior problems.

| Developing | Proficient | Accomplished | Distinguished | Not Demonstrated |
|---|---|---|---|---|
| ☐ Understands how to apply a strengths-based approach to their practice | ☐ Incorporates a strength-based approach to assess and address learning and behavior problems | ☐ Collaboratively establishes challenging but achievable goals for students | ☐ Takes a leadership role in incorporating student strengths into school-based services | |
| | ☐ Engages stakeholders in the development of individual goals | | | |

**4b:  CST Members help students develop critical thinking and problem solving skills.**  CST Members address issues that interfere with students' abilities to problem solve and think critically.  They are knowledgeable about and skillful in the use of various evaluative techniques (e.g., behavioral observations, functional behavioral assessments, student parent, and staff interview, and threat assessments) regarding behavioral, affective, social, and adaptive functioning.  CST Members assist students in developing skills necessary to communicate effectively, synthesize knowledge, think creatively, and make informed decisions through direct services to individuals or groups of students (e.g., counseling, crisis interventions, mentoring, and individual safety plans as appropriate, instruction, etc).  CST Members use a broad array of assessment procedures within a problem-solving model consistent with prevailing professional standards.

| Developing | Proficient | Accomplished | Distinguished | Not Demonstrated |
|---|---|---|---|---|
| ☐ Demonstrates an understanding of various evaluative techniques regarding behavioral, learning, affective, social, and adaptive functioning | ☐ Assist students in developing skills necessary to communicate effectively, synthesize knowledge, think creatively, make informed decisions | ☐ Uses relevant information to guide improvements to guide improvements to students' problem-solving and critical thinking skills | ☐ Provides leadership in promoting students' critical thinking skills | |
| | Provides counseling and/or other direct services | | | |

**4c:  CST Members support students as they develop leadership qualities.**  CST Members help students strengthen interpersonal and intrapersonal skills, improve communication skills, understand cultural differences, and develop leadership skills.  They assist students in finding opportunities to develop leadership skills in their home, school, and community.

| Developing | Proficient | Accomplished | Distinguished | Not Demonstrated |
|---|---|---|---|---|
| ☐ Is knowledgeable about techniques for helping students develop leadership skills | ☐ Uses a strength-based approach to help students identify their interests, talents, and abilities | ☐ Collaboratively designs and implements school-wide efforts to develop students' leadership qualities | ☐ Promotes and advocates for students to have opportunities to develop and demonstrate their leadership skills | |
| ☐ Understands the importance of student interpersonal skills and self-knowledge | ☐ Helps students take advantage of opportunities to develop leadership and/or self- advocacy skills | | | |

4d:  CST Members possess effective communication skills.  CST Members employ perceptive listening skills and are able to communicate effectively with students, school staff, families, and communities even when language is a barrier.  CST members demonstrate effective written and oral communication skills.  They write effective and practical assessment reports of student evaluations that adequately address referral questions(s) and provide useful recommendations for teachers.

| Developing | Proficient | Accomplished | Distinguished | Not Demonstrated |
|---|---|---|---|---|
| ☐ Understands the importance of effective listening and communication skills | ☐ Adapts communication strategies to fit the needs of different stakeholders | ☐ Communicates effectively with students, families, school staff, and the community even when barriers are present | ☐ Anticipates and responds to communication barriers | |
| ☐ Demonstrates effective written communication skills | ☐ Writes effective and practical assessment reports | | | |

Potential Artifacts:

Comments:

**Standard 5:  CST Members reflect on their practice**.  CST Members demonstrate accountability for managing and delivering comprehensive special services that strengthen home, school, and community partnerships in support of student learning.  CST Members analyze formal and informal data to evaluate the effectiveness of service delivery.  They adapt their practice based on current and relevant research findings and

data to best meet the needs of students, families, schools, and communities.  CST Members utilize collaborative relationships with colleagues, families, and communities to reflect upon and improve their practice.

**5a:  CST Members analyze the impact of special services on student learning.**  CST Members think systematically and critically about the impact of comprehensive special services on student social, emotional, psychological, and academic success.  They collect and analyze student data to plan and evaluate the effectiveness of service delivery.  Based on current and relevant research findings and data, CST Members adapt their practices to best meet the needs of students, schools, families, and communities, thus improving their practice.

| Developing | Proficient | Accomplished | Distinguished | Not Demonstrated |
|---|---|---|---|---|
| ☐ Thinks systematically and critically about the impact of comprehensive special services on student success | ☐ Uses research findings from a variety of sources as a foundation for effective service delivery | ☐ Collects and analyzes data to evaluate the effectiveness of service delivery | ☐ Adapts professional practices to meet the needs of students, schools, families, and communities based on relevant research findings and data | |
| | ☐ Uses knowledge of research and program evaluation to impact practice and student learning | | | |

**5b:  CST Members link professional growth to their professional goals**.  CST Members continually participate in high quality professional development specific to their discipline.  They also understand a global view of educational practices, including twenty-first century skills and knowledge aligned with the State Board of Education's priorities and initiatives.  CST Members join and/or participate in local, state, and national professional organizations to expand areas of expertise and stay current with professional standards of practice.

| Developing | Proficient | Accomplished | Distinguished | Not Demonstrated |
|---|---|---|---|---|
| ☐ Understands legislation and regulations related to Special Education and Related Services | ☐ Uses knowledge of legislation and regulations to complete tasks in compliance with the law | | ☐ Provides professional development to school staff on a variety of topics related to legislation and regulations | |
| ☐ Identifies links between professional development, professional growth, and professional goals | ☐ Stays current with professional standards of practice | ☐ Expands expertise in a specialized area | ☐ Is sought out by colleagues for guidance and assistance due to specialized knowledge and skills | |

| | ☐ Formulates personal plans for ongoing professional development | ☐ Applies the knowledge gained in professional development to professional practice | | |
|---|---|---|---|---|
| | ☐ Participates in high quality professional development specific to their practice | | | |

**5c:  CST Members function effectively in a complex, dynamic environment**.  CST Members understand that change is constant; therefore, they actively investigate and consider new ideas that support students' social, emotional, psychological, and academic successes.  CST Members demonstrate familiarity with current research in their respective fields and incorporate this knowledge in instructional planning and consultation.  CST Members use findings from scientifically based interventions research when designing programs for children.  They adapt their practice based on current research findings and data to best meet the needs of all students.

| Developing | Proficient | Accomplished | Distinguished | Not Demonstrated |
|---|---|---|---|---|
| ☐ Actively investigates and considers new ideas that support students' social, emotional, psychological, and academic successes | ☐ Demonstrates flexibility and adaptability in incorporating new knowledge into practice | ☐ Monitors the effect of program adaptations on students and colleagues | ☐ Uses results of monitoring activities to guide additional refinements of professional practice | |

Potential Artifacts:


Comments:

Signatures:


Evaluator: _____     Date: _____


CST Member: _____     Date: _____