



**Itinerant SPED PK Rubric 2019-2020  
Domain 1 Planning and Preparation**

<b>Component</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Skilled</b>	<b>Accomplished</b>
<b>1a: Demonstrates knowledge of context of the early childhood environment.</b>	Teacher does not demonstrate an understanding of the activities, procedures, and policies across all of child's environments and shows little interest in child's activities	Teacher demonstrates an understanding of the basic activities, routines, and procedures	Teacher demonstrates a solid understanding of the activities, routines, and procedures of the child's daily/weekly learning environment (e.g. Early Childhood Education setting).	Teacher demonstrates an extensive understanding of the activities, routines, procedures and policies across all of the child's daily/weekly environments (e.g. home, childcare, extended family, therapy visits).
<b>1b: Demonstrates knowledge of resources*</b>	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for partner teachers and students/families who need them. Teacher does not seek such knowledge.	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for partner teachers and students/families who need them. Teacher does not seek to extend such knowledge.	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for partner teachers and students/families who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for partner teachers and students/families who need them.
<b>1c: Demonstrates an understanding of how aspects of the environment affects children's development and learning, as well as embeds interventions into routines and daily activities</b>	Teacher does not assess the child's environment and neglects to provide interventions for the student that are aligned to skills identified as goals and objectives on the child's IEP.	Teacher is aware that dimensions of the environment affect learning and development and can make basic suggestions for adaptations or modifications. Teacher designs and implements embedded basic interventions directly aligned with child's IEP goals during routines and activities that occur during the scheduled time of the itinerant visit.	Teacher can analyze and describe how the environment impacts learning and development and works with others to modify the environment to meet the needs of the child (and his or her peers). Teacher designs and implements complex interventions directly aligned with child's IEP goals during routines and times that occur during the scheduled time of the itinerant visit.	Teacher can conduct an environmental analysis using an instrument such as the ECERS and make suggestions to others as to modifications that would support children's learning and development. Teacher designs and helps the partner teacher implement complex interventions in routines across the day that result in progress and mastery of the skills identified as goals and objectives on the child's IEP.

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**Domain 2 Collaborative Team Building**

<b>Component</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Skilled</b>	<b>Accomplished</b>
<b>2a: Guides the team to use conflict resolution and problem solving strategies.</b>	Teacher ignores conflict and disagreements among team members, and defers to other team members to lead all team interactions.	Teacher participates in the team’s group process but does not take an active role in resolving conflicts or problem solving among team members.	Teacher facilitates the team’s group process including taking an active role in resolving conflicts and problem solving among team members.	Teacher leads the team’s group process including taking a proactive role in resolving conflicts and problem solving among team members.
<b>2b: Identifies and actively includes key members of the child’s IEP team and uses systematic procedures to communicate with members of the collaborative team and documents communication.</b>	Teacher fails to communicate with members of the collaborative team, neglects to gain input from parents, related service providers, and partner teacher, and neglects to record interactions with team members.	Teacher identifies and involves service providers such as related service providers listed on the IEP as the only key members of the team. Teacher communicates with members of the collaborative team through a limited number of methods and participates in meetings. Teacher maintains records of required communication among team members.	Teacher invites only parents and district service providers to participate in meetings. Teacher communicates with members of the collaborative team through a variety of methods and participates in goal directed meetings. Teacher maintains records of ongoing communication among all team members.	Teacher contacts and makes sure to actively include all of the child’s stakeholders as well as service providers listed on the IEP, the partner teacher and parent(s). Teacher communicates with members of the collaborative team through a system of communication of various methods and facilitates goal directed meetings. Teacher maintains thorough records of ongoing communication among all team members in and out of the child’s learning environment.
<b>2c: Through effective monitoring practices, the itinerant ECSE teacher ensures that all services outlined on the child’s IEP are being delivered as intended.</b>	Teacher is unacquainted with related service providers, is unaware of service provision and makes no attempts to ensure delivery of specially designed services as outlined on the child’s IEP.	Teacher reviews IEP with partner teacher and related service providers and coordinates scheduling of services at convenient times.	Teacher collaboratively integrates services within child’s daily routines, reviews child’s progress with team periodically, and makes appropriate adjustments to ensure effective service delivery.	Teacher facilitates regular team communication (e.g., meetings, phone conference) to monitor child’s progress and service effectiveness, share expert information, and problem-solve.

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**Domain 3 Collaborative Instructions**

<i>Component</i>	<b>Ineffective</b>	<b>Developing</b>	<b>Skilled</b>	<b>Accomplished</b>
<b>3a: Adheres to schedule, follows through on requests for materials and assistance, and effectively plans for visits.</b>	Teacher is insensitive to attitudes and needs of staff and parents towards inclusion and does not follow through in a timely manner.	Teacher is sensitive to the attitudes and needs of staff and parents towards inclusion when developing a schedule and procedure for making requests. Teacher meets with partner teacher periodically to discuss child’s progress, plan learning activities, provide information and make suggestions for interventions.	Teacher is sensitive to the attitudes and needs of staff and parents towards inclusion, adheres to an agreed upon schedule and establishes trust by following through on requests for materials and assistance. Teacher organizes consultation visits by identifying visit goals for child/partner/self, preparing for appropriate consultation/coaching activities and arrangements, documenting visit data, and determining interim activities for partner/self.	Teacher is sensitive to the attitudes and needs of staff and parents towards inclusion, adheres to an agreed upon schedule and establishes trust by following through on requests for materials and assistance in a timely manner. Teacher meets with partner on a regular basis to engage in a collaborative, systematic process for planning, reflecting, and problem-solving. Partners make refinements to the process as the consultation relationship develops.
<b>3b: Models or demonstrates a skill to the partner teacher and provides feedback about the partner teacher’s use of a skill or strategy.</b>	Teacher neglects to provide modeling of skills to partner teacher.	Teacher invites the partner teacher to observe the itinerant ECSE teacher correctly use the skill. After observing the partner teacher use a skill, teacher provides verbal feedback that is specific and constructive, thus enabling the partner teacher to learn from the coaching process.	Teacher invites the partner teacher to observe the itinerant ECSE teacher correctly use the skill and discusses the demonstration afterwards. After observing the partner teacher use a skill, provides verbal and written feedback that is specific and constructive, thus enabling the partner teacher to learn from the coaching process.	Teacher invites the partner teacher to observe the itinerant ECSE teacher correctly use the skill, discusses the demonstration afterwards and provides for additional opportunities to demonstrate the skill. After observing the partner teacher use a skill, teacher provides verbal and written feedback that is specific and constructive and invites the partner teacher to self-evaluate her use of a skill.
<b>3 c: Designs and implements professional development (PD) activities</b>	Teacher neglects to provide information to parents or partner teachers.	Teacher provides basic educational information requested by parents and partners.	Teacher determines partners’ preferred learning style(s), provides relevant information from a variety of sources, and links partners to support systems.	Teacher identifies needs of community program staff related to inclusion and arranges for or provides pertinent professional development activities, (e.g. providing information about in-services in the community, sharing of resources such as professional organizations, Internet and print resources, and educational institutions).



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**Domain 4 Professional Responsibilities**

<b>Component</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Skilled</b>	<b>Accomplished</b>
<b>4a: Grows and Develops Professionally</b>	Teacher engages in no professional development activities and/or resists feedback on teaching performance and/or makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher engages in professional activities to a limited extent and/or accepts with some reluctance, feedback on teaching performance and/or finds limited ways to contribute to the profession.	Teacher engages in seeking out professional development opportunities, welcomes feedback on performances and participates actively in assisting other educators.	Teacher engages in seeking out opportunities for professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to contribute to the profession.
<b>4b: Shows Professionalism</b>	Teacher’s professional interactions are characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving, and/or do not comply with school/district regulations.	Teacher interactions are characterized by honest, genuine but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with school/district regulations.	Teacher interactions are characterized by honesty, integrity, confidentiality and/or assurance that all students are fairly served, participation in team or departmental decision-making, and/or full compliance with regulations.	Teacher displays the highest standards of honesty, integrity, confidentiality; assumption of leadership role with colleagues, in serving students, challenging negative attitudes/practices, in ensuring full compliance with regulations.
<b>4c: Coordinates and completes paperwork as required by federal, state and local guidelines, ensuring quality and compliance. Meets mandated timelines for Itinerant caseload and Preschool Assessment Clinic procedural compliance.</b>	Teacher fails to comply with internal procedures of department. Paperwork is lacking in necessary components and quality is out of compliance with federal and state guidelines. Teacher does not adhere to federal and local timelines, and does not complete paperwork in a timely manner in order to obtain appropriate signatures.	Teacher completes and distributes required paperwork related to child’s educational services and develops appropriate IEPs. Teacher individually meets federal and state-mandated timelines for educational procedures.	Teacher uses an organized system to maintain documentation of communication, services, and child progress and develops well-designed IEPs. Teacher collaborates with team members to meet federal and state-mandated timelines for educational procedures.	Teacher ensures all team members complete required paperwork related to child’s educational services and provides technical support to colleagues with less experience. Teacher organizes and facilitates a team plan to meet federal and state mandated timelines for educational procedures.