

DOMAIN 1

Domain 1: Learning Specialists: PLANNING AND PREPARATION

COMPONENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
<p>1ab: Demonstrating Knowledge of Students</p>	<p>The Learning Specialist demonstrates little or not understanding of how students how students' from diverse backgrounds and experiences learn.</p> <p>The Learning Specialist does not indicate the importance of understanding students' race, culture, strengths, backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.</p>	<p>The Learning Specialist indicates the importance of understanding how students learn.</p> <p>The Learning Specialist actively seeks knowledge of how students' from diverse backgrounds and experiences learn, from a variety of sources, and incorporates this knowledge, in order to meet individual student needs.</p> <p>This includes the impact of race and culture, student strengths, backgrounds, cultures, skills, language proficiency, interests, and special needs and incorporates this knowledge, to meet the individual student needs.</p>	<p>The Learning Specialist understands the active nature of student learning and attains information about levels of development for individual students.</p> <p>The Learning Specialist purposefully seeks knowledge of how students' from diverse backgrounds and experiences learn, from a variety of sources, and incorporates this knowledge, in order to meet individual student needs. This includes the impact of race and culture, student strengths, backgrounds, cultures, skills, language proficiency, interests, and special needs.</p>	<p>The Learning Specialist understands the active nature of student learning and purposefully seeks information about individual students' levels of development.</p> <p>The Learning Specialist continuously seeks knowledge of how students' from diverse backgrounds and experiences learn, from a variety of sources, and incorporates this knowledge, in order to meet individual student needs. This includes the impact of race and culture, student strengths, backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and incorporates this knowledge in order to enhance and extend student learning.</p>

<p>1ba: Demonstrating Knowledge of Standards, Content, Pedagogy, and Teaching Techniques for Students with Disabilities</p>	<p>The Learning Specialist's plans and practice reflect little knowledge of the content and the instructional practices which would result in student academic, behavioral, and/or functional performance.</p> <p>Learning Specialist is unaware of the educational impact of race and culture and does not attempt to adapt curriculum accordingly.</p> <p>The Learning Specialist does not use evidence-based practices to meet the educational needs of students.</p>	<p>The Learning Specialist's plans and practice reflect some knowledge of the content and the instructional practices which would result in student academic, behavioral and/or functional performance.</p> <p>Learning Specialist is aware of the educational impact of race and culture and sufficiently adapts curriculum accordingly.</p> <p>The Learning Specialist makes limited use of evidence-based practices to meet the educational needs of students.</p>	<p>The Learning Specialist's plans and practice demonstrate solid knowledge of the content and the instructional practices which would result in student academic, behavioral and/or functional performance.</p> <p>Learning Specialist recognizes the educational impact of race and culture and sufficiently adapts curriculum to reflect racial and cultural diversity.</p> <p>The Learning Specialist uses evidence-based practices to meet the educational needs of students.</p>	<p>The Learning Specialist's plans and practice demonstrate extensive knowledge of the content and the instructional practices which would result in student academic, behavioral and/or functional performance.</p> <p>Learning Specialist recognizes the educational impact of race and culture and adapts curriculum to reflect racial and cultural diversity. Learning Specialist is fluent in the use of culturally responsive strategies that produce equitable outcomes.</p> <p>The Learning Specialist consistently uses evidence-based practices to meet the educational needs of students.</p>
--	--	---	--	--

DOMAIN 1

Domain 1: Learning Specialists: PLANNING AND PREPARATION (continued)

COMPONENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
1c: Setting Appropriate Instructional Outcomes	<p>Instructional outcomes are unsuitable for students, representing minimal or low-level learning.</p> <p>Outcomes are stated only as</p>	<p>Instructional outcomes are of moderate rigor and are suitable for some students, but do not incorporate the needs of all students involved in the instruction.</p>	<p>Instructional outcomes reflect high levels of student learning and program curriculum standards.</p> <p>Outcomes are clear and can</p>	<p>Instructional outcomes represent rigorous and important learning and program curriculum standards.</p> <p>Outcomes are clear and can be</p>

	<p>activities without correlation to the established goals of the curriculum.</p> <p>Outcomes do not permit appropriate methods of assessment designed to measure student performance.</p> <p>Instructional outcomes are not aligned with IFSP/IEP goals.</p>	<p>Some of the outcomes are clear and some outcomes permit viable methods of assessment.</p> <p>Most outcomes align with students' annual IFSP/IEP goals and with the age or developmentally appropriate curriculum.</p>	<p>be assessed with fidelity.</p> <p>Outcomes are differentiated for diverse learners to align with each student's annual IFSP/IEP goals and with age or developmentally appropriate curriculum.</p>	<p>assessed with fidelity.</p> <p>Outcomes are differentiated for diverse learners to meet the requirements of student's IFSP/IEPs and align with the age/developmental/grade level curriculum</p>
<p>1d: Demonstrating Knowledge of Resources</p>	<p>The Learning Specialist demonstrates little or no familiarity with resources that appropriately reflect the ethnic and racial identity of students to use in teaching or to expand his or her own skill.</p> <p>The Learning Specialist does not seek such knowledge.</p>	<p>The Learning Specialist demonstrates some familiarity with resources that appropriately reflect the ethnic and racial identity of students available through the school/district/community to use in teaching or to develop his or her own skills.</p> <p>The Learning Specialist does not seek to extend such knowledge.</p>	<p>The Learning Specialist is fully aware of the resources that appropriately reflect the ethnic and racial identity of students available through the school/ district/ community to use in teaching, for the expansion of his or her own knowledge and for students.</p>	<p>The Learning Specialist seeks out resources that appropriately reflect the ethnic and racial identity of students in and beyond the school/district/community in professional organizations and universities, and on the Internet to use in teaching, for the expansion of his or her own knowledge, and for students.</p>

DOMAIN 1

Domain 1: Learning Specialists: PLANNING AND PREPARATION (continued)

COMPONENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
1e: Designing Coherent Instruction	<p>The series of instructional strategies and learning activities is poorly aligned with the learning outcomes and does not represent a coherent structure.</p> <p>The Learning Specialist does not draw from a variety of diverse human resources, from those within the instructional environment to those from the multiple perspectives of the community at large.</p> <p>The learning activities are appropriate suitable for only some students.</p>	<p>The series of instructional strategies and learning activities demonstrates partial alignment with learning outcomes, some of which are likely to engage students in the intended learning.</p> <p>The Learning Specialist minimally draws from a variety of diverse human resources, from those within the instructional environment to those from the multiple perspectives of the community at large.</p> <p>The lesson or unit has a recognizable structure and reflects partial knowledge of students' educational needs.</p>	<p>The Learning Specialist coordinates knowledge of content, students, and resources. The Learning Specialist draws from a variety of diverse human resources, from those within the instructional environment to those from the multiple perspectives of the community at large. The Learning Specialist uses this information to design a series of instructional strategies and learning activities aligned to educational outcomes.</p> <p>The learning activities are differentiated where appropriate to make them appropriate suitable for all students.</p> <p>The lesson or unit has a clear structure and is likely to engage students in the intended outcomes as delineated from the program curriculum standards and the IFSPs/IEPs of the students.</p>	<p>The Learning Specialist consistently coordinates knowledge of content, students, and resources to design a series of instructional strategies and learning activities that are aligned to educational outcomes.</p> <p>The learning activities are differentiated where appropriate to make them appropriate suitable for all students; the learning activities are likely to engage all students in meeting the instructional outcomes delineated in the program curriculum standards and the students' IFSPs/IEPs.</p> <p>The lesson or unit's structure is clear and allows for different production options as needed based on student needs.</p>

DOMAIN 1

Domain 1: Learning Specialists: PLANNING AND PREPARATION (continued)

COMPONENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
1f: Designing Student Assessments	<p>The Learning Specialist's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students.</p> <p>The results of assessment have minimal impact on the design of future instruction.</p>	<p>The Learning Specialist's plan for student assessment is partially aligned with the instructional outcomes. Assessment criteria and standards have been developed, but they are not clear.</p> <p>The Learning Specialist intends to use assessment results to plan for instruction for groups of students.</p>	<p>The Learning Specialist's plan for student assessment is aligned with the instructional outcomes, is based on clear criteria and standards, and is appropriate for the educational needs of students.</p> <p>The Learning Specialist uses assessment results to plan for future instruction for individual students and groups.</p>	<p>The Learning Specialist's plan for student assessment is fully aligned with the instructional outcomes, has clear criteria and standards that show evidence of student contribution to their development.</p> <p>Assessment methodologies have been adapted to students' individual needs as delineated within the IFSPs/IEPs. The Learning Specialist uses assessment results to plan future instruction.</p>
1g: Using Support Personnel	<p>The Learning Specialist provides inadequate direction or assistance to assigned support personnel.</p> <p>The Learning Specialist usually does not monitor the staff activities or their effectiveness in delivering instruction.</p>	<p>The Learning Specialist develops student plans for staff to deliver, though activities may not always be appropriate or clear in guiding instruction or services, and may not appropriately reflect the racial and cultural identity of students.</p> <p>The Learning Specialist delegates duties assigned support personnel without ensuring the skill of the staff to implement the task.</p> <p>The Learning Specialist occasionally</p>	<p>The Learning Specialist develops clear and detailed student plans that appropriately reflect the racial and cultural identity of students, and that are effective in guiding instruction or services.</p> <p>Support personnel are monitored with direction and training provided as needed.</p>	<p>The Learning Specialist creates plans that are extremely effective in guiding instruction and appropriately reflect the racial and cultural identity of students.</p> <p>The effectiveness of support personnel is closely monitored with direction and training provided as needed.</p> <p>Consultation is thorough and culturally relevant.</p>

		monitors for effectiveness of staff delivery. Consultation is minimal and may not be culturally relevant.	Consultation is appropriate, and timely, and culturally relevant.	The Learning Specialist functions as a mentor to others wishing to improve their skills.
--	--	---	--	--

DOMAIN 2

Domain 2: Learning Specialists: The Classroom Environment

COMPONENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
2a: Establishing a Caring Environment of Respect and Rapport	<p>Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, lack of personal boundaries, or conflict.</p> <p>Learning Specialist does not intentionally and respectfully engage students.</p>	<p>Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences.</p> <p>Learning Specialist intentionally and respectfully engages some students.</p>	<p>Classroom interactions, both between teacher and students and among students, are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of students. polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.</p> <p>Learning Specialist intentionally and respectfully engages all students.</p>	<p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultural and developmental differences. Students themselves ensure high levels of civility among members of the class.</p> <p>Learning Specialist intentionally and respectfully engages all students.</p>
2b: Establishing a Culture for Learning Culture	<p>The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to instruction, no reflection of the ethnic and racial diversity of the community low expectations for student</p>	<p>The classroom environment reflects an effort to create a culture for learning, characterized by some teacher commitment to instruction, minimal reflection of the ethnic and racial diversity of the</p>	<p>The classroom environment is characterized by high expectations, appropriately reflecting the ethnic and racial diversity of the community. The Learning Specialist insists on work of high quality; for all students</p>	<p>The classroom environment is characterized by high levels of student engagement, appropriately reflects the ethnic and racial diversity of the community and the Learning Specialist's passion for learning creates a culture</p>

	achievement, and little or not student pride in work.	community, modest expectations for student achievement, and little student pride in work. Both the Learning Specialist and students appear to be only “going through the motions.”	and genuine commitment to learning by both Learning Specialist and students, with students demonstrating pride in their work.	in which everyone shares a belief in the importance of learning. All students hold themselves to high standards of performance by initiating improvements to their work.
--	---	--	---	--

DOMAIN 2

Domain 2: Learning Specialists: The Classroom Environment (continued)

COMPONENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
2c: Managing Classroom Procedures	<p>Students not working with the Learning Specialist are not productively engaged in learning.</p> <p>Transitions are chaotic, with much time lost between activities or lesson segments.</p> <p>Much instructional time is lost because of inefficient procedures for transitions and handling of materials.</p> <p>Classroom routines are</p>	<p>Students in only some groups are productively engaged in learning while unsupervised by the Learning Specialist.</p> <p>Only some transitions are efficient, resulting in some loss of instructional time.</p> <p>Some instructional time is lost due to inefficient procedures for transitions and handling of materials.</p> <p>Classroom routines function</p>	<p>Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the Learning Specialist.</p> <p>Transitions occur smoothly, with little loss of instructional time.</p> <p>Little instructional time is lost as a result of procedures for transitions and handling of materials.</p>	<p>Small-group work is well organized and students are productively engaged at all times, with students assuming responsibility for productivity.</p> <p>Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.</p> <p>Students contribute to the operation of classroom routines and procedures for transitions and handling of</p>

	<p>confused or chaotic.</p> <p>Students are given no instruction to increase levels of independence.</p> <p>Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.</p>	<p>unevenly.</p> <p>Students are given some instruction to increase levels of independence.</p> <p>Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.</p>	<p>Classroom routines function smoothly.</p> <p>Students are provided with instruction to increase levels of independence.</p> <p>Volunteers and paraprofessionals are productively and independently engaged during the entire class and may co-facilitate activities.</p>	<p>materials.</p> <p>Students are encouraged to be independent in the management of classroom procedures.</p> <p>Volunteers and paraprofessionals make a substantive contribution to the classroom environment and actively co-facilitate activities.</p>
<p>2d: Managing Student Behavior</p>	<p>There is no evidence that standards of conduct have been established, and little or no Learning Specialist monitoring of student behavior has been provided.</p> <p>Learning Specialist over identifies misbehavior of students from particular racial or ethnic group.</p> <p>Response to student behavior is repressive, disrespectful of student dignity and/or the racial and cultural diversity of students, or does not follow individualized plan program guidelines.</p>	<p>Standards of conduct appear to have been established, and most students seem to understand them. The Learning Specialist is generally aware of student behavior but may miss the activities of some students.</p> <p>Learning Specialist may over identify student misbehavior from a particular racial or ethnic group.</p> <p>The Learning Specialist attempts to respond to student behavior but with uneven results, and occasionally follows individualized plan program guidelines.</p> <p>Learning Specialist has inconsistent responses to students from particular racial or ethnic groups.</p>	<p>Standards of conduct are clear to students, and the Learning Specialist monitors student behavior at all times.</p> <p>Learning Specialist identifies and incorporates the various communication styles of students from various racial or ethnic groups.</p> <p>The Learning Specialist's response to student behavior is appropriate and planful, while respecting the students' dignity, and their racial and cultural diversity, while and following individualized plan program guidelines.</p>	<p>Standards of conduct are clear with evidence of student participation in setting them.</p> <p>The Learning Specialist's monitoring of student behavior is positive, subtle, and preventative.</p> <p>Learning Specialist identifies and incorporates the various communication styles of students from various racial or ethnic groups.</p> <p>The Learning Specialist's response to student behavior is highly effective, sensitive to students' individual needs, and their racial and cultural diversity, while and consistently followings individualized plan program guidelines.</p>

DOMAIN 2

Domain 2: Learning Specialists: The Classroom Environment *(continued)*

COMPONENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
2e: Organizing Physical Space	<p>The physical environment is disorganized, unsafe, or some students don't have access to learning.</p> <p>There is poor alignment between the physical arrangement and the lesson activities.</p>	<p>The physical environment is fairly organized, safe and inviting, and essential learning is accessible to most students.</p> <p>The Learning Specialist's use of physical resources, including technology, is moderately effective.</p> <p>The Learning Specialist may attempt to modify the physical arrangement to accommodate the special needs of the students, with partial success.</p>	<p>The physical environment is well organized, safe and inviting, and learning is equitably accessible to all students.</p> <p>The Learning Specialist ensures that the physical arrangement is appropriate for the learning activities and accommodates for the special needs of the students.</p> <p>The Learning Specialist makes effective use of physical resources. Technology is used in an instructionally relevant manner, as appropriate to the lesson.</p>	<p>The physical environment is safe and inviting, and ensures the learning of all students, including those with particular learning issues that may be impacted by environmental components.</p> <p>Technology is used in an instructionally relevant manner, as appropriate to the lesson.</p>

Domain 3: Learning Specialists: Instruction

COMPONENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
<p>3a: Communicating with Students</p>	<p>Expectations for learning, directions, and procedures, and explanations of content, and instructional purpose are unclear or confusing to students.</p> <p>The Learning Specialist's spoken and written use-of language contains errors or is inappropriate for students' backgrounds, races, ages, cultures, communication mode, and/or functional level in consideration of the students' disabilities.</p>	<p>Expectations for learning, directions, and procedures, and explanations of content, and instructional purpose are clarified after initial confusion on the part of students.</p> <p>The Learning Specialist's spoken and written use-of language is incorrect, but may not be completely appropriate for students' backgrounds, races, ages, cultures, communication modes, and/or functional level, in consideration of the students' disabilities.</p>	<p>Expectations for learning, directions, and procedures, and explanations of content, and instructional purpose are clear to students, including where it is situated within the general education curriculum.</p> <p>The Learning Specialist's spoken and written use-of language is correct and appropriate for students' backgrounds, races, cultures, ages, communication modes, and functional levels, in consideration of the students' disabilities.</p>	<p>Expectations for learning, directions, and procedures, and explanations of content and instructional purpose are clear, including where it is situated within the general education curriculum, and demonstrate that the teacher anticipates possible student misconceptions.</p> <p>The Learning Specialist's spoken and written language is clear, expressive, and appropriate to students' backgrounds, races, ages, cultures, communication modes, and functional levels in consideration of the students' disabilities.</p>
<p>3b: Using Questioning and Discussion Techniques</p>	<p>The Learning Specialist's questions are not appropriate to the outcomes of the lesson or the students' IFSP/IEP goals. The Learning Specialist does not provide adequate time for students to respond.</p> <p>Interaction between the Learning Specialist and</p>	<p>Some of the Learning Specialist's questions are appropriate to the outcomes of the lesson or the IFSP/IEP goals. The Learning Specialist provides adequate time for students to respond some of the time.</p> <p>The Learning Specialist</p>	<p>Most of the Learning Specialist's questions are appropriate to the outcomes of the lesson or the IFSP/IEP goals. Adequate time is provided for students to respond.</p> <p>The Learning Specialist successfully engages all most students appropriately in</p>	<p>All of the Learning Specialist's questions are appropriate to the outcomes of the lesson or the IFSP/IEP goals. Adequate time is provided for students to respond.</p> <p>The Learning Specialist successfully engages all most students appropriately in</p>

	students is predominantly recitation style, with the teacher mediating all questions and answers. Learning Specialist engages only a few students in discussion. A few students dominate the discussion.	makes some attempt to engage students appropriately in discussion, with uneven results.	discussions. The Learning Specialist facilitates discussion amongst students.	discussions. The Learning Specialist facilitates discussion amongst students.
--	--	---	--	--

DOMAIN 3

Domain 3: Learning Specialists: Instruction (continued)

COMPONENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
3c: Engaging Students in Learning	<p>Strategies, activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' age, cultures or levels of understanding. resulting in little intellectual engagement.</p> <p>The lesson has no structure or is poorly paced.</p> <p>Few students are engaged in challenging work.</p> <p>Learning Specialist's activities and assignments display little or no understanding of students'</p>	<p>Strategies, activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' age, cultures or levels of understanding. resulting in some intellectual engagement.</p> <p>The lesson has a recognizable structure but is not fully maintained with some adequate pacing.</p> <p>Some students are engaged in challenging work.</p> <p>Learning Specialist's activities and assignments display responsiveness to</p>	<p>Strategies, activities and assignments, materials, and groupings of students are flexible and appropriate for the instructional outcomes and students' age, cultures and levels of understanding. resulting in moderate levels of intellectual engagement.</p> <p>The lesson's structure is coherent with appropriate pace.</p> <p>Most students are engaged in challenging work.</p> <p>Learning Specialist's activities and assignments display responsiveness to students' individual medical, linguistic,</p>	<p>Strategies, activities and assignments, materials, and groupings of students are flexible and highly appropriate for the instructional outcomes and students' age, cultures and levels of understanding. resulting in intellectual engagement.</p> <p>The lesson's structure is coherent with appropriate pace.</p> <p>All students are highly engaged in significant learning and make material contributions to the activities throughout the lesson.</p> <p>Learning Specialist possesses, and activities and assignments display responsiveness to, information about each student's</p>

	individual medical, linguistic, and diverse learning needs, or why such knowledge is important.	the importance of knowing students' individual medical, linguistic, and diverse learning needs, but such knowledge may be incomplete or inaccurate.	and diverse learning needs, and appropriately reflect the racial and cultural diversity of students.	individual medical, linguistic, and diverse learning needs, collecting such information from a variety of sources.
3d: Using Assessment in Instruction	<p>Assessment is not used in instruction.</p> <p>The Learning Specialist does not monitor the progress of individual students.</p> <p>The Learning Specialist provides no effective feedback to students.</p> <p>Teacher's assessment practices display little or no understanding of students' individual medical, linguistic, and diverse learning needs, or why such knowledge is important.</p>	<p>Assessment is occasionally used in instruction.</p> <p>The Learning Specialist monitors the progress of individuals occasionally, but elicits no formative information.</p> <p>Feedback to students is uneven.</p> <p>Teacher's assessment practices display responsiveness to the importance of knowing students' individual medical, linguistic, and diverse learning needs, but such knowledge may be incomplete or inaccurate.</p>	<p>Assessment is regularly used in instruction.</p> <p>The Learning Specialist monitors the progress of individuals and groups of students making use of formative assessment to elicit information.</p> <p>The Learning Specialist's feedback to students is timely, descriptive, and promotes learning.</p> <p>Teacher's assessment practices display responsiveness to students' individual medical, linguistic, and diverse learning needs.</p>	<p>Assessment is fully integrated into instruction.</p> <p>The Learning Specialist actively and systematically elicits formative diagnostic information and monitors the progress of individual students.</p> <p>The Learning Specialist's feedback to students is timely, descriptive, and promotes learning.</p> <p>Teacher possesses, and assessment practices display responsiveness to, information about each student's individual medical, linguistic, and diverse learning needs, collecting such information from a variety of sources.</p>

DOMAIN 3

Domain 3: Learning Specialists: Instruction (continued)

COMPONENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
<p>3e: Demonstrating Flexibility and Responsiveness</p>	<p>The Learning Specialist adheres to the instructional plan, even when a change would improve the lesson or address students' lack of interest or motivational level.</p> <p>Learning Specialist displays little or no understanding of students' individual medical, linguistic, and diverse learning needs, or why such knowledge is important.</p> <p>The Learning Specialist does not accept responsibility for student success and has no strategies to draw upon when flexibility of instruction is necessary.</p> <p>When a student has difficulty learning, the Learning Specialist either gives up or blames the students or the student's home environment.</p>	<p>The Learning Specialist attempts to modify the lesson when needed and is responsive to student questions, with moderate success.</p> <p>Learning Specialist displays awareness of the importance of knowing students' individual medical, linguistic, and diverse learning needs, but such knowledge may be incomplete or inaccurate.</p> <p>Learning Specialist has inconsistent responses to questions from students of racial and diverse groups.</p> <p>The Learning Specialist accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon when flexibility of instruction is necessary.</p>	<p>The Learning Specialist promotes the successful learning of all students, making adjustments as needed.</p> <p>Learning Specialist displays flexibility and responsiveness to student's individual, medial, linguistic, and diverse learning needs. to instruction plans and accommodating student questions, needs, and interests. Learning Specialist's responses to students' questions/interests are appropriate, consistent, successful, and respects their racial and cultural diversity.</p> <p>The Learning Specialist accepts responsibility for student success and persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies. uses a variety of instructional strategies when flexibility of instruction is necessary.</p>	<p>The Learning Specialist seizes an opportunity to enhance learning, building on a spontaneous event or student interests.</p> <p>Learning Specialist possesses, and displays flexibility and responsiveness to, information about each student's individual medical, linguistic, and diverse learning needs, collecting such information from a variety of sources.</p> <p>Learning Specialist's response to students' questions/interests is appropriate, consistent, successful, and respects their racial and cultural diversity.</p> <p>The Learning Specialist ensures the success of all students, using an extensive repertoire of instructional strategies and persists in seeking effective approaches for students who have difficulty learning, using an extensive repertoire of strategies and soliciting additional resources from the school.</p>

DOMAIN 4

Domain 4: Learning Specialists: Professional Responsibilities

COMPONENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
4a: Reflecting on Teaching	The Learning Specialist does not accurately assess the effectiveness of the lesson, including its cultural responsiveness , and has no ideas about how the lesson could be improved, including elements of cultural responsive teaching practices .	The Learning Specialist provides a partially accurate and objective description of the lesson, including its cultural responsiveness , but does not cite specific evidence. The Learning Specialist makes only general suggestions as to how the lesson might be improved, including elements of cultural responsive teaching practices .	The Learning Specialist provides an accurate, and objective description of the lesson, including its cultural responsiveness , citing specific evidence. The Learning Specialist objectively reviews the lessons describing strengths and areas for improvement, including elements of cultural responsive teaching practices .	The Learning Specialist's reflection on the lesson is thoughtful and accurate, including its cultural responsiveness , citing specific evidence. The Learning Specialist draws on extensive repertoire to suggest alternative strategies and predicts the likely success of each instructional outcome, including elements of cultural responsive teaching practices .
4b: Maintaining Accurate Records	The Learning Specialist's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and unsupported outcomes in IFSP/IEP records and management.	The Learning Specialist's systems for maintaining both instructional and non-instructional records are rudimentary and data collection is partially effective, impacting the accuracy of the IFSP/IEP records and management.	The Learning Specialist's systems for maintaining both instructional and non-instructional records are accurate, aligned to identified objectives, and effective in monitoring student performance. The IFSP/IEP records are in complete compliance with district, state, and federal requirement and guidelines.	The Learning Specialist's systems for maintaining both instructional and non-instructional records are accurate, aligned to identified objectives, and effective in monitoring student performance. The IFSP/IEP records are in complete compliance with district, state, and federal requirements and guidelines. Students are encouraged to contribute to data collection in

				measuring their educational performance.
--	--	--	--	--

DOMAIN 4

Domain 4: Learning Specialists: Professional Responsibilities (continued)

COMPONENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
4c: Communicating and Collaborating with Stakeholders (Teachers, Related Services Staff, Educational Assistants, Administrators, and Families)	<p>The Learning Specialist's communication with families and other all relevant stakeholders about the instructional program or about individual students is sporadic or culturally inappropriate.</p> <p>The Learning Specialist makes no attempt to engage families and other stakeholders in the instructional program.</p> <p>Learning Specialist makes no attempt to pursue proactive and positive strategies to engage students and families from diverse racial and cultural backgrounds, or such efforts are inappropriate.</p>	<p>The Learning Specialist adheres to school procedures for communicating with families and other stakeholders about the program or the progress of individual students.</p> <p>Communications are one-way and not always appropriate to the cultural norms of families and other the stakeholders.</p> <p>The Learning Specialist makes some effort to engage families and other stakeholders in the instructional program.</p> <p>Learning Specialist makes modest and partially successful attempts to pursue proactive and positive strategies to engage students and families from diverse racial and cultural backgrounds.</p>	<p>The Learning Specialist's communication with families and other stakeholders is regular and persistent, accurate and conveys relevant information about the instructional program and student progress.</p> <p>Information to families and other stakeholders is conveyed in a culturally appropriate manner.</p> <p>The Learning Specialist successfully engages families and other stakeholders in determining student learning needs, discussing the instructional program and student progress, and planning for the future.</p> <p>Learning Specialist pursues proactive and positive strategies to engage students and families from diverse racial and cultural backgrounds.</p>	<p>The Learning Specialist's communication with families and other stakeholders is regular and persistent, highly accurate and conveys relevant information regarding student programming.</p> <p>Response to families and other stakeholders' concerns is handled with professionalism and cultural sensitivity.</p> <p>The Learning Specialist is highly successful in collaborating with families and other stakeholders in determining student learning needs, discussing the instructional program and student progress, and planning for the future.</p> <p>Learning Specialist pursues proactive and positive strategies to engage students and families from diverse racial and cultural backgrounds.</p>

DOMAIN 4

Domain 4: Learning Specialists: Professional Responsibilities (continued)

COMPONENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
4d: Participating in a Professional Community	<p>Learning Specialist does not maintain cooperative relationships with colleagues to fulfill duties that the school or district requires. The Learning Specialist's relationships with colleagues are negative or not collaborative.</p> <p>The Learning Specialist does not participate in a culture of inquiry, resisting opportunities to become involved.</p> <p>Learning Specialist makes no attempts to analyze student group performance in order to eliminate disparities.</p> <p>Learning Specialist avoids becoming involved in school and district activities.</p>	<p>The Learning Specialist maintains cordial cooperative relationships with colleagues to fulfill duties that the program, school, or district requires.</p> <p>The Learning Specialist becomes involved in the program's culture of inquiry when invited to do so.</p> <p>Learning Specialist makes modest and partially effective attempts to analyze student group performance in order to eliminate disparities.</p> <p>Learning Specialist participates in school and district activities when specifically asked.</p>	<p>Relationships with colleagues are characterized by mutual support, respect, and cooperation to fulfill the duties that the school, district, and governing bodies require.</p> <p>The Learning Specialist actively participates in a culture of professional inquiry.</p> <p>Learning Specialist regularly analyzes individual and student group performance in order to eliminate disparities.</p> <p>Teacher volunteers to participate in school and district activities, making a substantial contribution.</p>	<p>Relationships with colleagues are characterized by mutual support, respect, and cooperation to fulfill the duties that the school, district, and governing bodies require..</p> <p>The Learning Specialist takes initiative in assuming a leadership role in at least one aspect of program or district life.</p> <p>Learning Specialist regularly analyzes student group performance in order to eliminate disparities.</p> <p>Learning specialist volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district activity.</p>

<p>4e: Growing and Developing Professionally</p>	<p>The Learning Specialist does not participate in professional development activities and makes no effort to share knowledge with colleagues.</p> <p>The Learning Specialist does not incorporate feedback from supervisors or colleagues.</p>	<p>The Learning Specialist participates in professional development activities that are convenient or are required, and makes limited contributions to the profession.</p> <p>The Learning Specialist inconsistently incorporates feedback from supervisors and colleagues.</p>	<p>The Learning Specialist pursues and provides culturally responsive training and professional development to improve instructional practice seeks out opportunities for professional development based on program need or individual assessment of need and/or the needs of the students assigned to his/her caseload.</p> <p>The Learning Specialist actively shares expertise with others.</p> <p>The Learning Specialist is receptive to and consistently incorporates feedback from supervisors and colleagues into practice.</p>	<p>The Learning Specialist actively pursues professional development opportunities and initiates activities to contribute to the profession. The Learning Specialist pursues and applies culturally responsive trainings to improve instructional practice.</p> <p>The Learning Specialist seeks feedback from supervisors and colleagues and uses the feedback to grow professionally; Learning Specialist incorporates feedback into practice.</p>
---	---	---	---	--

DOMAIN 4

Domain 4: Learning Specialists: Professional Responsibilities (continued)

COMPONENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective

4f: Demonstrating Showing Professionalism

The Learning Specialist has little sense of ethics and professionalism and contributes to practices that are not collaborative or harmful to students.

The Learning Specialist fails to **adhere comply** with school, district, state, and federal regulations and timelines, providing an insufficient level of service in service coordination/case management responsibilities.

Learning Specialist contributes to practices that result in some students being ill served by the school.

The Learning Specialist is collaborative, honest and well intentioned in serving students and contributing to decisions in the program/school.

The Learning Specialist **adheres complies** minimally with school, district, state, and federal regulations and timelines, providing a minimal level of service in service/coordination case management responsibilities.

Learning Specialist does not knowingly contribute to some students being ill served by the school.

The Learning Specialist displays a high level of ethical practice and professionalism in dealings with students, colleagues, and stakeholders.

The Learning Specialist **adheres complies** fully and voluntarily with school, district, state, and federal regulations and timelines.

In providing special education services, the Learning Specialist efficiently fulfills service coordination/case management responsibilities.

Learning Specialist advocates to ensure that all students receive equitable access to the educational program.

Learning Specialist maintains an open mind and participates in team or departmental decision-making. Learning Specialist uses race and culture as a lens to ensure decisions do not have an adverse impact on certain groups of students.

The Learning Specialist is proactive and assumes a leadership role in making sure that instructional practices and procedures ensure that all students, particularly those with special needs or students at risk are appropriately supported so that they have a reasonable opportunity to be active members of their school community.

The Learning Specialist displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues **adhere comply** with school, district, state, and federal regulations. Learning Specialist uses race and culture as a lens to ensure decisions do not have an adverse impact on certain groups of students.

The Learning Specialist comprehensively fulfills service/coordination/case management responsibilities.

Learning Specialist makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, receive equitable access to the educational program.

DOMAIN 4

Domain 4: Learning Specialists: Professional Responsibilities (continued)

COMPONENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
4g: Organizing Time Effectively	<p>The Learning Specialist lacks adequate time-management skills, resulting in confusion, missed deadlines and conflicting schedules.</p> <p>Priorities are not in alignment with program priorities.</p>	<p>The Learning Specialist's time management skills are moderately well developed.</p> <p>Essential activities are carried out, but not always in the most efficient manner.</p>	<p>The Learning Specialist exercises good judgment in setting equitable priorities, resulting in clear schedules and important work being accomplished in a timely and efficient manner.</p> <p>The Learning Specialist clearly communicates their his or her schedule to team members.</p>	<p>The Learning Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner.</p> <p>The Learning Specialist clearly and consistently communicates their his or her schedule to team members.</p>