1.0 Learner Achievement: What do my learners demonstrate? 30%

<table>
<thead>
<tr>
<th>Standard</th>
<th>A model provides evidence of:</th>
<th>An emerging model provides evidence of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A model…</td>
<td>2 Points</td>
<td>1 Point*</td>
</tr>
</tbody>
</table>

1.1 Ensures learner growth by…

- Guiding learners to exceed the standard expectations achievement—as determined by the district, school, or related service provider—demonstrated through multiple measures of data.
- Guiding learners to meet standard expectations for achievement—as determined by the district, school, or related service provider—demonstrated through multiple measures of data.

**Authentic Artifacts**

A model provides evidence in the form of multiple authentic sources of data from their practice, which may include but is not limited to any combination of:

**Student Learners**
- Student work samples
- Analysis of student data that measures growth (e.g., assessments, test scores, individualized education program [IEP] goals and objectives, attendance data, progress reports, behavior records)
- Official IEP Goals & Obj. Indiv learning plans or student growth goals
- Service reports/ Official provider caseload from MD On-line, Schedule

*RSP-created data presentations MUST be substantiated (i.e. in order for data to be authentic)*

**Adult Learners**
- Work samples
- Action plans
- Analysis of related service provider/teacher data that measures growth (e.g., instructional strategies in session planning, rigorous content instruction, attendance data)

*RSP-created data presentations MUST be substantiated in order for data to be authentic*

**Guidance**

In order to be scored, every artifact that is submitted must include the following. (Any single artifact that does not include ALL of the following components cannot be scored.)

- Documentation of learner expectations as determined by the district, school, or related service provider
- Clearly labeled information
- Baseline and post-data along with appropriate analysis
- Evidence that standard expectations for achievement are aligned to appropriate grade and standards
- Documentation that learner results can be directly attributed to candidate.
- In addition, your data sources must include data from at least 5 students from your IEP caseload.

*Any and all data must be corroborated by the inclusion of official class and/or MD On-line roster.*

- For Related Service Providers without an IEP Caseload:
  - Those that service students directly- Data from at least 5 students
  - Those that work with adults ONLY- at least one school-level data set
  - PIEL- at least one data set from an entire class (a class roster MUST be submitted in conjunction with any class sets of data), or at least one school-level data set

---

1 Candidates can only earn a 1 or a 2 for this standard if the data source(s) for the 5 students on the IEP caseload earns a 1 or a 2.
## 2.0 Services: What do I do to support my learners?

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<td>1 Point</td>
</tr>
<tr>
<td><strong>2.1</strong> Preparers thoroughly by creating short- and long-term plans that include ...</td>
<td>a. Use of data from standards-based, rigorous, and authentic formal and informal assessments to inform plans that will meet individual and group needs.</td>
<td>a. Use of data from standards-based and rigorous formative and summative assessments to identify individual and group needs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Specific, standards-based, and measurable individual and/or group goals that lead all learners to expected mastery of course content standards and individual goals.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Plans that address all standards and skills in a coherent way while leaving some flexibility for re-teaching or session extension as needed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Standards-based session objectives written in developmentally and content-appropriate language that clearly articulate what students will learn and be able to do.</td>
</tr>
</tbody>
</table>

### Authentic Artifacts

A model provides evidence of authentic artifacts from their practice, which may include but is not limited to:

- Daily session/support plans
- Unit/Long term plans
- Meeting agendas and sign-in sheets
- Completed professional development planning templates
- Candidate-created scope and sequences
- Individual and group goals
- IEP goals and objectives
- Assessments (quizzes, skills tests, RSP created assessments, formal, informal, exit tickets)
- Data (assessment data)
- Service report/ Provider caseload
- Sample of graded learner work

### Guidance

Evidence that is submitted **MUST** include:

- A video demonstration session plan and accompanying official roster.

Evidence that is submitted **should** include the following:

- Data and analysis used to determine learner needs
- Specifically stated standards addressed in the session/support (i.e., national, state, local, organizational)
- Definition of mastery as it relates to the session/support and evidence that it has occurred (e.g., 80 percent of students mastered skill, IEP goal met, cross-curricula application, real-world application)
- Clearly outlined scaffolding framework

### Scoring

- Did the candidate meet at least three indicators at the 2-pt. level? If yes, score = 2 pts.
- If no, did the candidate meet at least three indicators at the 1-pt. level? If yes, score = 1 pt.
- If no, the score is zero for this standard.

---

1 An authentic assessment is a product that requires students to demonstrate and apply their learning in real-life context. Authentic assessments must be standards based and/or aligned to the objective.

* A person earning 0 points shows insufficient or no evidence of these standards.

Last Revision September 2018
# Model Rubric for Related Service Providers

## 2.0 Services: What do I do to support my learners?

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<tr>
<td>A model ...</td>
<td>2 Points</td>
<td>1 Point</td>
</tr>
<tr>
<td>2.2 Delivers excellent services/ support by...</td>
<td>a. Differentiating instruction by tailoring activities or presentation methods to teach each concept to individual and/or group learning needs and styles.</td>
<td>a. Differentiating instruction by using a variety of activities or presentation methods to teach each concept.</td>
</tr>
<tr>
<td></td>
<td>b. Speaking and/or writing clearly using correct grammar and in an expressive manner that enriches the session and learner engagement.</td>
<td>b. Speaking and/or writing clearly using correct grammar and age-appropriate vocabulary.</td>
</tr>
<tr>
<td></td>
<td>c. Having learners evaluate whether examples or work samples demonstrate mastery.</td>
<td>c. Sharing examples with learners to demonstrate mastery.</td>
</tr>
<tr>
<td></td>
<td>d. Providing feedback to learners based on the learners’ demonstrated understanding of key concepts and mastery of the objective.</td>
<td>d. Providing multiple and varied ways for learners to show their understanding of key concepts and mastery of the objective.</td>
</tr>
<tr>
<td></td>
<td>e. Providing clarification or extension as appropriate based on results from checks for understanding.</td>
<td>e. Checking for understanding at key points in the session.</td>
</tr>
<tr>
<td></td>
<td>f. Supporting learners to select appropriate tools for their learning.</td>
<td>f. Providing a variety of tools to support learning.</td>
</tr>
</tbody>
</table>

### Authentic Artifacts

- **Required video (up to 45 minutes)** includes standards 2.2 through 2.6
- **Official roster** of learners in the video and a session/lesson plan for the video lesson must be uploaded under “Demonstration Video Plan and Materials” in 2.1. Failure to upload an official roster and a lesson plan will result in disqualification of the video.

### Guidance

Evidence that is submitted **should** include the following:

- Graded learner work (upload with lesson plan and accompanying documents under 2.1)
- Communicated objective that addresses 2.2 indicators
- Identified key concepts
- Service accuracy
- Understanding checks that lead to immediate adjustments to the session
- Evidence of learner choice as it relates to engagement and/or mastery
- Group (three or more students) IEP based service session

### Scoring

- Did the candidate meet at least four indicators at the 2-pt. level? If yes, score = 2 pts.
- If no, did the candidate meet at least five indicators at the 1-pt. level? If yes, score = 1 pt.
- If no, the score is zero for this standard.

*A person earning 0 points shows insufficient or no evidence of these standards.*

Last Revision September 2018
# Model Rubric for Related Service Providers

## 2.0 Services: What do I do to support my learners?

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<td><strong>A model</strong></td>
<td><strong>2 Points</strong></td>
<td><strong>1 Point</strong></td>
</tr>
<tr>
<td>2.3 Requires learners to extend their thinking by...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.8%</td>
<td>a. Engaging all learners in higher order thinking, problem solving, and/or innovative thinking.</td>
<td>a. Providing learners with opportunities to use higher order thinking, problem solving, and/or innovative thinking.</td>
</tr>
<tr>
<td></td>
<td>b. Modeling thinking and providing ongoing opportunities and expectations for learners to share and analyze their own thought processes.</td>
<td>b. Modeling thinking for learners and providing occasional opportunities for students to share and analyze their own thought processes.</td>
</tr>
</tbody>
</table>

### Authentic Artifacts

- **Required video (up to 45 minutes)** includes standards 2.2 through 2.6
- **Official roster** of learners in the video and a session/lesson plan for the video lesson must be uploaded under “Demonstration Video Plan and Materials” in 2.1. Failure to upload an official roster and a session/lesson plan will result in disqualification of the video.

### Guidance

Evidence that is submitted **should** include the following:

- Candidate modeling of higher order thinking for learners
- Candidate questioning that leads learners to problem solving, explaining, and/or applying
- Evidence that learners can self-select to obtain mastery
- Options to ensure rigor for learners (e.g., Just Right books, TIA level, IEP goal, data grouping, session adjustments)

### Scoring

- Did the candidate meet at least two indicators at the 2-pt. level? If yes, score = 2 pts.
- If no, did the candidate meet at least two indicators at the 1-pt. level? If yes, score = 1pt.
- If no, the score is zero on this standard.

* A person earning 0 points shows insufficient or no evidence of these standards.

Last Revision September 2018
## Model Rubric for Related Service Providers

### 2.0 Services: What do I do to support my learners?

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</tbody>
</table>
| 2.4 Demonstrates mastery of service and pedagogy by... | a. Scaffolding services and removing scaffolding when appropriate to avoid learner dependence on scaffolding and maximize learners’ growth in skills.  
   b. Continuously facilitating learners’ correct use of service related language and vocabulary.  
   c. Making clear connections to at least two of the following: prior knowledge, other disciplines, or the real-world applications of service in communications and lesson activities. | a. Scaffolding services so that the presentation builds on previous information or skills.  
   b. Modeling and providing opportunities to practice correct use of service related language and vocabulary.  
   c. Making clear connections to prior knowledge and/or other disciplines in communications and service activities. |

### Authentic Artifacts

- **Required video (up to 45 minutes)** includes standards 2.2 through 2.6
- **Official roster** of learners in the video and a session/lesson plan for the video lesson must be uploaded under “Demonstration Video Plan and Materials” in 2.1. Failure to upload an official roster and a session/lesson plan will result in disqualification of the video.

### Guidance

Evidence that is submitted **should** include the following:

- Cross-curricula connections
- Candidate modeling use of service related language

### Scoring

- Did the candidate meet at least two indicators at the 2-pt. level? If yes, score = 2 pts.
- If no, did the candidate meet at least two indicators at the 1-pt. level? If yes, score = 1pt.
- If no, the score is zero on this standard.

*A person earning 0 points shows insufficient or no evidence of these standards.*

Last Revision September 2018
Model Rubric for Related Service Providers

2.0 Services: What do I do to support my learners?

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<td>1 Point</td>
</tr>
<tr>
<td>2.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creates a positive environment in which…</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.6%</td>
<td>a. Learners take risks and receive constructive feedback from their related service provider and/or peers.</td>
<td>a. The related service provider encourages learners to take risks.</td>
</tr>
<tr>
<td></td>
<td>b. All learners and the related service provider establish a culture that respects differences and encourages achievement and growth.</td>
<td>b. Learners and the related service provider establish a positive rapport and the culture supports most learners.</td>
</tr>
<tr>
<td></td>
<td>c. Learners hold themselves and each other accountable to high standards of achievement and conduct.</td>
<td>c. The related service provider holds all learners to high standards of achievement and conduct.</td>
</tr>
</tbody>
</table>

Authentic Artifacts

- Required video (up to 45 minutes) includes standards 2.2 through 2.6
- Official roster of learners in the video and a session/lesson plan for the video lesson must be uploaded under “Demonstration Video Plan and Materials” in 2.1. Failure to upload an official roster and a session/lesson plan will result in disqualification of the video.

Guidance

Evidence that is submitted should include the following:

- Mutual respect shared among all video participants
- Evidence of learners holding themselves and one another accountable for achievement and conduct
- Group IEP based service session

Scoring

- Did the candidate meet at least two indicators at the 2-pt. level? If yes, score = 2 pts.
- If no, did the candidate meet at least two indicators at the 1-pt. level? If yes, score = 1pt.
- If no, the score is zero on this standard.

---

2 This indicator would be visible in a setting where learners themselves enforce a culture of excellence.

*A person earning 0 points shows insufficient or no evidence of these standards.

Last Revision September 2018
## Model Rubric for Related Service Providers

### 2.0 Services: What do I do to support my learners?

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<tbody>
<tr>
<td>2.6</td>
<td>2 Points</td>
<td>1 Point</td>
</tr>
<tr>
<td>3.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maximizes service time by…</td>
<td>a. Ensuring all learners are engaged at all times by modifying service or support and engagement strategies as needed.</td>
<td>a. Ensuring most learners are engaged at any given time by providing an appropriate individualized response to misconduct or disengagement that does not disrupt session or support.</td>
</tr>
<tr>
<td></td>
<td>b. Establishing routines and procedures that learners manage with little or no guidance or support.</td>
<td>b. Establishing routines and procedures that are consistently enforced.</td>
</tr>
<tr>
<td></td>
<td>c. Pacing the session in a way that recognizes that learners progress at different rates and ensures they have sufficient time to engage with the skill(s), reflect upon it, and internalize their understanding.</td>
<td>c. Maintaining an appropriate pace so that most learners can follow the session, including some time for general reflection and closure.</td>
</tr>
</tbody>
</table>

### Authentic Artifacts

- **Required video (up to 45 minutes)** includes standards 2.2 through 2.6
- **Official roster** of learners in the video and a session/lesson plan for the video lesson must be uploaded under “Demonstration Video Plan and Materials” in 2.1. Failure to upload an official roster and a session/lesson plan will result in disqualification of the video.

### Guidance

Evidence that is submitted should include the following:

- Evidence of clearly identified behavioral expectations
- Evidence of learner engagement
- Evidence of related service provider management (i.e.,-prevention and/or reaction)
- Group IEP based service session

### Scoring

- Did the candidate meet at least two indicators at the 2-pt. level? If yes, score = 2 pts.
- If no, did the candidate meet at least two indicators at the 1-pt. level? If yes, score = 1 pt.
- If no, the score is zero on this standard.

*A person earning 0 points shows insufficient or no evidence of these standards.*

Last Revision September 2018
# Model Rubric for Related Service Providers

## 2.0 Services: What do I do to support my learners?

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</tbody>
</table>
| 2.7 Constantly moves learners toward success by… | a. Establishing and maintaining a system of ongoing communication between the related service provider, learner, and stakeholders.  
   b. Conferencing with learners about current data and using the data to reflect on progress and set mastery goals. | a. Establishing a system of regular progress updates with the learner and/or a subset of relevant stakeholders.  
   b. Sharing accurate and up-to-date achievement data that motivate learners to strive for individual and group success. |
| 3.6% | | |

### Authentic Artifacts

A model provides evidence of authentic artifacts from their practice, which may include but is not limited to:

- Completed conferencing/support staff documentation
- Completed learner growth surveys
- Phone call logs
- Copies of written communication (e-mails, notes) received and sent
- Evidence of data sharing with learners and stakeholders.
- Communication logs
- ET notes
- Behavior Log
- Home/School communications
- IEP report cards

### Guidance

Evidence that is submitted should include the following:

- Stakeholders may include the teacher team, parents, instructional support providers, administrators, special educators, and/or related service providers.
- Communication systems (e.g., progress charts, completed and signed home/school logs, parent sign-off on routine or periodic communications, signed Behavior Intervention Plans, Performance Improvement Plans, action plans, mentor logs)

### Scoring

- Did the candidate meet both indicators at the 2-pt. level? If yes, score = 2 pts.
- If no, did the candidate meet both indicators at the 1-pt. level? If yes, score = 1pt.
- If no, the score is zero on this standard.

*A person earning 0 points shows insufficient or no evidence of these standards.  
Last Revision September 2018*
## Model Rubric for Related Service Providers

### 3.0 Developing as a Professional: How do I make myself better?

<table>
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</thead>
<tbody>
<tr>
<td>A model...</td>
<td>2 Points</td>
<td>1 Point</td>
</tr>
<tr>
<td>3.1 Engages in professional development by...</td>
<td>Actively participating in multiple, systematic, ongoing, and sustained professional developments and applying learning from professional development to their practice.</td>
<td>Participating in regular professional development to improve knowledge of content and pedagogy.</td>
</tr>
</tbody>
</table>

### Authentic Artifacts

A model provides evidence of how developing as a professional has impact.

- Documentation of new strategies, skills, and/or content learned during professional development
- Lesson or session plans and/or work samples that demonstrate how the professional developments were implemented in the candidate’s practice
- Data that shows impact as a result of applying learning.
- Documentation of participation (e.g. certificate of attendance, sign-in sheets, agenda)

### Guidance

Evidence that is submitted should include the following:

- Evidence of professional development participation activities (e.g., sign-in sheets, agendas, certificate of attendance, self reflections)
- Evidence of implementation of the professional development content in the candidate’s practice.
- Evidence of professional developments, application of learning, and impact of the application of learning.

*A person earning 0 points shows insufficient or no evidence of these standards.*

Last Revision September 2018
Model Rubric for Related Service Providers

### 3.0 Developing as a Professional: How do I make myself better?

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<td>A model...</td>
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<td>1 Point</td>
</tr>
<tr>
<td>3.2 Demonstrates risk taking by...</td>
<td>a. Identifying ineffective strategies or content and implementing research-based skills, strategies, or content in an effort to increase learners’ success.</td>
<td>a. Identifying ineffective strategies that may impede learners’ success, or content that may impede learners’ success.</td>
</tr>
<tr>
<td></td>
<td>b. Evaluating the effectiveness of the research-based skill, strategy, or content on learners and determining next steps.</td>
<td>b. Identifying research-based strategies or content to increase learners’ success.</td>
</tr>
</tbody>
</table>

### Authentic Artifacts

A model provides evidence of how developing as a professional has impact.

- Research regarding the new skills, strategies or content.
- Data that shows how the candidate improved
- Lesson or session plans and/or work samples that demonstrate implementation of a new theory or activities
- Design and use of assessments
- Documentation of implementation and evaluation plan of a new strategy in candidate’s practice

### Guidance

Evidence that is submitted should include the following:

- Evidence of a systematic effort to design and implement a variation in time, curriculum, technology, instructional strategies, and/or assessments
- Evidence of a systematic evaluation of the impact of the implementation on learners
- Evidence of adjustments considered based on reflection
- Evidence of identifying a need, implementing a solution, and evaluating the effectiveness of the implementation

### Scoring

- Did the candidate meet both indicators at the 2-pt. level? If yes, score = 2 pts.
- If no, did the candidate meet both indicators at the 1-pt. level? If yes, score = 1pt.
  If no, the score is zero on this standard.

* A person earning 0 points shows insufficient or no evidence of these standards.

Last Revision September 2018
### Model Rubric for Related Service Providers

#### 3.0 Developing as a Professional: How do I make myself better?

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</tr>
<tr>
<td>3.3 Demonstrates reflective practice by...</td>
<td>a. Systematically gathering evidence to evaluate change in service/support as a result of utilizing reflective tools.</td>
<td>a. Using reflective tools.</td>
</tr>
<tr>
<td></td>
<td>b. Drawing data-and evidence-based conclusions about how reflective service/support can be further adjusted to meet learner needs, implementing additional adjustments if necessary, and evaluating and documenting the impact of adjustments.</td>
<td>b. Gathering and analyzing data about the effectiveness of reflective tools and practice.</td>
</tr>
</tbody>
</table>

| **6.67%** | | |

### Authentic Artifacts

A model provides evidence of how developing as a professional has impact.
- Reflective tools that lead to adjustments
- Observations, session/support studies, video analysis, and other tools with corresponding action plans or adjustments
- Data analysis and next steps
- Evidence of adjustments considered based on reflection

### Guidance

Evidence that is submitted **should** include the following:
- Evidence of reflective tools
- Evidence of effort to systematically gather and analyze data, draw conclusions, and alter practice as needed
- Evidence of gathering data, reflecting on data, and making adjustments to instruction/support as a result of these conclusions.

### Scoring

- Did the candidate meet both indicators at the 2-pt. level? If yes, score = 2 pts.
- If no, did the candidate meet both indicators at the 1-pt. level? If yes, score = 1pt.
- If no, the score is zero on this standard.

*A person earning 0 points shows insufficient or no evidence of these standards.*

Last Revision September 2018
# Model Rubric for Related Service Providers

## 4.0 Leadership: How do I make my colleagues and community better?  

<table>
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### 4.1 Contributes to the school community by...

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Leading stakeholder efforts to improve learners’ academic achievement.
- Identifying a school community need and taking the lead on implementing, evaluating, and communicating a course of action to address the need.

- Working with stakeholders to improve learners’ academic achievement.
- Being involved in stakeholder efforts aimed at identifying a school community need and developing a course of action to address the need.

### Authentic Artifacts

- Collaboration with stakeholders and the corresponding impact
- Identifying and addressing school community needs and the corresponding impact
- Data that shows impact of actions on school community need.
- Evidence of evaluating a course of action through comparing results with previous data, reflecting on strengths and weaknesses of course of action, and/or eliciting reactions from stakeholders regarding the course of action.
- Analysis of school data

### Guidance

- Action plan and Needs assessment
- Documentation of progress monitoring

Evidence that is submitted **should** include the following:

- Stakeholders may include parents, teachers, related service providers, community members and organizations, nonprofit organizations, vendors and consultants, fellow educators, and students.
- Evidence of working with or leading stakeholders
- Evidence of identifying a school community need, and evaluating and revising a course of action to address the need.

### Scoring

- Did the candidate meet both indicators at the 2-pt. level? If yes, score = 2 pts.
- If no, did the candidate meet both indicators at the 1-pt. level? If yes, score = 1 pt.
- If no, the score is zero on this standard.

*A person earning 0 points shows insufficient or no evidence of these standards.*

Last Revision September 2018
# Model Rubric for Related Service Providers

## 4.0 Leadership: How do I make my colleagues and community better?

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### 4.2 Positively influences the practice of peers by...

10%

<table>
<thead>
<tr>
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<th>2 Points</th>
<th>An emerging model provides evidence of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2</td>
<td></td>
<td>a. Participating in one or more Professional Learning Communities (PLCs).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Being involved in colleagues’ efforts to identify a collegial need and developing a course of action to address it.</td>
</tr>
</tbody>
</table>

### Authentic Artifacts

- Candidate-created or candidate-led professional growth activities and the corresponding impact
- Specific data and action plans to identify and address collegial needs
- Evaluation of the correlations between candidate-created or candidate-led action plans and whether the colleague's needs have been met
- Data that shows the impact of actions on collegial need.
- Documentation of problem of practice or need
- Data collection
- Observation notes
- Documentation of feedback
- Support/Intervention plans
- Needs assessment

### Guidance

Evidence that is submitted **should** include the following:

- Evidence of initiating and organizing one or more PLCs (see glossary for definition of PLC)
- Evidence of identifying a collegial need and taking the lead on implementing, evaluating, and revising a course of action to address that need

### Scoring

- Did the candidate meet both indicators at the 2-pt. level? If yes, score = 2 pts.
- If no, did the candidate meet both indicators at the 1-pt. level? If yes, score = 1pt.
- If no, the score is zero on this standard.

*A person earning 0 points shows insufficient or no evidence of these standards.

*Last Revision September 2018*
Rubric Glossary

Overall

**Authentic artifacts** – Artifacts that can clearly be attributed to the candidate, and that provide irrefutable evidence of linkage to the candidate, the learners, and/or the other stakeholders to whom the artifact pertains. Authentic artifacts are corroborated by other sources, when necessary; substantiated with other evidence, when necessary; and leave no doubt of the veracity of the evidence therein.

Domain 1.0

**Standard expectations** – Standard expectations for learners are the expectations defined by the grade level, age group, curricular, 504, IEP, district, state, or national requirements for a set of learners.

**Exceed standard expectations** – Teachers that lead their learners beyond standard expectations move their learners past the expectations defined by the grade level, age group, curricular, 504, IEP, district, state, or national requirements for a set of learners.

**Multiple measures** – A measure of data is a distinct set of data through which learner growth can be demonstrated. Multiple measures is at least two such sets of data. Thus, if one of a teacher’s measures of data that shows learner growth is NWEA scores, there must be at least one more distinct set of data included that is different from NWEA scores.

Domain 2.0

**Formative assessments** – Formative assessments are ongoing assessments, reviews, and observations that are used to improve instruction and learner achievement.

**Summative assessments** – Summative assessments are assessments given at the end of an instructional phase to assess student progress.

**Scaffolding** – Scaffolding is a structure of providing leveled support to help learners meet success independently.

**Academic Rigor** – Academic rigor is teaching with the expectation that learners will not only demonstrate content mastery, but also be able to think critically and apply their skills in the content being taught.

**Differentiation** – Differentiation is the process of adapting content, process, and/or product in response to student readiness, interest, and/or learning profile.

**Academic tools** – Academic tools are tools that teachers use to support students in their learning. These can include technological tools, different forms of media, manipulatives, visual examples, books, etc.
Domain 3.0

**Systemic, ongoing, and sustained professional development** – Professional development that occurs on a regular basis over an extended period of time, and that follows a specific thread or the Cycle of Development.

**Reflective tool** – A reflective tool is any format through which a teacher reflects on instruction, curriculum, student learning, etc. A reflective tool could be a journal, anecdotal notes, an analysis of data, or anything else that allows a teacher to think critically about his/her practice.

Domain 4.0

**Professional Learning Community** - A professional learning community (PLC) is an extended, long-term learning opportunity to foster collaboration among colleagues. A PLC is characterized by extensive dialogue, reflective inquiry, and the development of common practices. A PLC is NOT a traditional Professional Development session, with a facilitator and audience.

**Collegial Need** – A collegial need is any way in which a colleague may require help or support. Colleagues could need help with behavior management, planning lessons or units, writing grants, gathering and analyzing student data, or anything else that directly impacts their students’ success.