

Level of Performance Rubric for *ITINERANTS* based on Framework

DOMAIN 1: PLANNING AND PREPARATION

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating knowledge of content and pedagogy	Displays little regard to technique and theory of the discipline and the impact of environmental need for adaptations.	Content and pedagogical knowledge and knowledge of environmental adaptations represent basic understanding but do not extend to connections with other disciplines.	Demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines.	Knowledge of content, pedagogy and environmental adaptations are extensive, showing evidence of connections with other disciplines and a continuing search for improved practice. Actively builds on knowledge of best practices when designing environmental adaptations.
1b: Demonstrating knowledge of students	Makes little or no attempt to acquire knowledge of student's backgrounds, skills or interests and does not use such information in planning.	Demonstrates knowledge of students' backgrounds, skills, challenges, and interests and attempts to use this knowledge in planning.	Demonstrates knowledge of students' background, skills, challenges, and interests and uses this knowledge to plan for instruction and supports.	Demonstrates knowledge of students' backgrounds, skills, challenges, and interests and uses this knowledge to plan for accommodation and individual student learning.
1c: Selecting individual educational goals	Goals are unsuitable for students and are not aligned with district curriculum framework and Illinois State Learning Standards or Professional Standards of Discipline.	Goals represent basic learning, suitable for most students, aligned with district curriculum framework and Illinois State Learning Standards or Professional Standards of Discipline and are reflective of the disability as appropriate.	Goals represent high level learning, suitable for most students, aligned with district curriculum framework and Illinois State Learning Standards or Professional Standards of Discipline and are reflective of the disability as appropriate.	Goals represent high level learning, suitable for all students, aligned with district curriculum framework and Illinois State Learning Standards or Professional Standards of Discipline and are adapted where necessary to meet the needs of individual students.
1d: Demonstrating knowledge of resources	Resources utilized are unsuitable for students and are not aligned with district curriculum framework and Illinois State Learning Standards or Professional Standards of Discipline.	Resources utilized represent basic learning suitable for students with special needs and are aligned with the district curriculum framework and Illinois State Learning Standards or Professional Standards of Discipline.	Resources utilized represent high-level learning suitable for students based on ability and special needs as appropriate and aligned with district curriculum framework and Illinois State Learning Standards or Professional Standards of Discipline.	Resources utilized represent high-level learning suitable for students with special needs, aligned with district curriculum framework and Illinois State Learning Standards or Professional Standards of Discipline and are adapted, where necessary, to meet needs of individual students.
1e: Outside classroom data	Does not maintain and submit records/reports in a timely manner. Does not use current data to guide practice.	Maintains and submits records/reports in a timely manner; yet, inconsistent use of data to guide practice.	Maintains and submits records/reports and uses data to guide practice.	Maintains and submits efficient and effective records/reports in a timely manner, which conforms to law, standards, and school district procedures. Educator regularly reflects on data and uses it to guide practice.
1f: Assessing student learning	Approach to student learning contains no clear criteria or standards and lacks congruence with the instructional goals and is not related to disability needs. Has no plan to use assessment results in designing future instruction.	Plan for student assessment is partially aligned with the instructional goals and disability needs and includes criteria and standards that are not entirely clear or understood by students. Uses the assessment to plan for future instruction for students.	Plan for student assessment is mostly aligned with the instructional goals with clear assessment criteria, addresses environment challenges, and standards that have been communicated to students. Uses the assessment to plan for students.	Plan for student assessment is fully aligned with instructional goals containing clear assessment criteria and standards that are understood by students and show evidence of student participation in their development. Plan addresses adaptation and accommodations. Monitors progress in achieving the goals.

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DOMAIN 2: THE LEARNING ENVIRONMENT

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an environment of respect and rapport	Interactions are inappropriate. Educator exhibits behaviors that are negative, demeaning, sarcastic or inappropriate to the age/culture of student. Students exhibit disrespect to others.	Interactions are generally appropriate but may reflect occasional inconsistencies. Interactions are usually friendly, caring and non-offensive to culturally and developmentally diverse groups.	Interactions are appropriate. Interactions are friendly, caring, and non-offensive to culturally and developmentally diverse groups. Plans and recommendations respect individual dignity.	Interactions demonstrate genuine caring and respect for individual students. Students themselves ensure maintenance of high levels of civility among members of the class. The dignity of persons with disabilities is respected.
2b: Establishing a culture for learning	Conveys low commitment to the curriculum and low expectations for student achievement. Students demonstrate little or no pride in work.	Conveys commitment to the curriculum and modest expectations for student achievement. Students demonstrate minimal pride in work.	Conveys commitment to the curriculum and high expectations for student achievement. Adaptations support academic success and independence. Students demonstrate pride in work.	Students value and assume responsibilities for their learning. Students take pride in their work, initiate improvements to their product and hold their work to the highest standard.
2c: Managing classroom procedures	Routines and procedures are inefficient, unsafe, and/or nonexistent resulting in the loss of instructional time. Volunteers and paraprofessionals have poorly defined duties.	Routines and procedures have been established but operate inconsistently with some loss of instructional time. Safe procedures are followed. Paraprofessionals have some defined and specific duties and are usually engaged in assisting students.	Routines and procedures are established and function smoothly and safely without loss of instructional time. Paraprofessionals are productively engaged in assisting students, following itinerant's direction.	Routines and procedures function seamlessly. Students assume considerable responsibility for their smooth operation. Paraprofessionals are productively engaged in assisting students and make a substantive contribution, using itinerant's direction.
2d: Managing student behavior	No acceptable standards of conduct appear to have been established. Does not respond to misbehavior or the response is inappropriate and does not respect the student's dignity.	Appropriate standards of conduct appear to have been established but are inconsistently implemented. Attempts to respond to student misbehavior but with uneven results. Implements techniques inconsistent with classroom system.	Appropriate standards of conduct appear to have been established and are consistently implemented. Response to misbehavior is appropriate, successful and respectful of the student's dignity and coordinated with the teacher.	Has developed appropriate standards of conduct, consistent with classroom. Response to misbehavior is highly effective, subtle, preventative and sensitive to individual's needs.

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DOMAIN 3: DELIVERY OF SERVICE

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating directions and procedures clearly and accurately	Spoken and written communication contains errors and misinformation or is unclear or inappropriate to students.	Spoken and written communication about adaptations and safety contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion	Communicates clearly and accurately to colleagues and students about adaptations, safety, resources, etc., both in speaking and in writing.	Spoken and written communication is clear and expressive. Adaptations, safety, and resources are effective.
3b: Communicating assessment criteria and standards clearly and accurately	No communication about standards or assessment criteria for student work.	Standards are stated in areas of independent functioning, use of materials and equipment, but students are unclear about what they mean or about they will be assessed.	Standards are clearly stated in areas of independent function, use of materials and equipment, and students are clear about how they will be assessed.	Students can demonstrate the standards addressed in their use of adaptation, and they understand the assessment criteria and can self-assess accordingly, relative to progress and independence.
3c: Facilitating student learning	Students are not engaged in significant learning as a result of a lack of planning, or the absence of adaptations.	Students are engaged most of the time; however, activities or material have not been adequately modified.	Students are engaged throughout the lesson with appropriate materials and adaptations.	Students are engaged throughout the lesson due to highly effective adaptations.
3d: Providing feedback to students	Feedback to students is of poor quality and is not given in a timely manner.	Feedback to students is demonstrated but is vague and inconsistent.	Feedback to students is timely and consistent.	Feedback to students is timely and of consistently high quality.
3e: Demonstrating flexibility and responsiveness	Adheres to plan even if it is not effective. Assumes little responsibility for students' failure to understand.	Demonstrates moderate flexibility and responsiveness to students' needs and interests relative to safety and independent functioning.	Seeks ways to ensure successful learning for all students; makes adjustments as needed for safety, and independent functioning. Seeks and uses staff-student feedback.	Is highly responsive to students' interest and questions, making necessary adjustments as needed. Encourages students toward independence.

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DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on practice	Does not reflect accurately nor pose ideas of how to improve.	Reflection is accurate; yet makes few suggestions.	Reflection is accurate and perceptive, citing general characteristics. Draws upon some resources to suggest alternative strategies that refine their performance.	Reflection is highly accurate and perceptive, citing specific examples. Draws on extensive resources and constructive criticism to suggest alternative strategies that refine their performance.
4b: Outside classroom data	Does not maintain and submit records/reports in a timely manner. Does not use current data to guide practice.	Maintains and submits records/reports in a timely manner; yet, inconsistent use of data to guide practice.	Maintains and submits records/reports and uses data to guide practice. Has information prepared for service team and IEP meetings.	Maintains and submits efficient and effective reports/records in a timely manner, which conforms to law, standards, and school district procedures. Regularly reflects on data and uses it to guide practice.
4c: Communicating with families about student progress and procedures	Provides little or no information to families and/or colleagues and makes no attempt to engage them. Is not available to students, parents, and colleagues at reasonable times.	Complies with school/district procedures for communicating with colleagues and families and makes an effort to engage them. Is available to students and parents at reasonable times.	Communicates frequently with colleagues and families and successfully engages them.	Initiates and encourages frequent and varied two-way communications with colleagues and families, engaging them about student concerns. Parents/community concerns are handled sensitively and effectively.
4d: Contributing to school and district	Relationships with staff are negative. Is not involved in school and/or district projects.	Relationships with staff are professional and productive. Participates in events and activities that are required.	Cultivates relationships with staff that are professional and productive. Is actively engaged in school and/or district initiatives, events, and activities.	Demonstrates substantial leadership and contributes to school and/or district initiatives, events and projects by working cooperatively and respectfully with all stakeholders. Actively supports and implements the school/district improvement plans.
4e: Growing and developing professionally	Does not actively participate in required or optional professional development activities.	Attends and participates in required and optional professional development activities.	Participates actively in a variety of professional development activities and utilizes the new skills appropriately.	Makes substantial contribution to school, district, and profession by pursuing and engaging in a variety of professional development activities. Responsibilities go beyond primary assignments and assist others in implementing strategies to improve and enhance school/district programs.
4f: Showing professionalism	Sense of professionalism is low, and educator contributes to practices that are self-serving or harmful to students.	Attempts to serve students based on the best information. They are genuine but inconsistent.	Makes genuine and successful efforts to ensure that all students are well served by the school. Maintains a level of confidentiality and meets professional responsibilities.	Treats students, staff, and parents with respect, and maintains sensitive information with confidentiality. Models high standards of attendance and punctuality, advocating for students, and precision in meeting professional responsibilities.
4g: Advocacy/ collaborations	Makes no effort to show knowledge with others or to assume responsibilities.	Finds limited ways to contribute with colleagues.	Participates in activities to contribute and consult with colleagues.	Initiates activities to contribute and consult with colleagues.

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