

Eugene School District 4J LICENSED SPECIALIST RUBRIC

The Licensed Specialist Rubric is specifically created to outline and define the standards for Eugene School District licensed employees who provide specialized service and expertise to students, staff, and families outside the classroom and/or as supplemental service to classroom teaching efforts.

Many licensed specialists serve in the Educational Support Services Department, but specialists are also employed throughout the entire district to provide professional development and other specialized support to teachers, administrators, and others. Regardless of the area of expertise and the service provided, the licensed specialist's focus is to be on students, increasing student achievement, and improving the effectiveness of educators.

Licensed Specialists include such positions as:

- Adaptive Physical Education Specialist
- After School Program Coordinator
- Assistive Technology Specialist
- Augmentative Communication Specialist
- Autism Consultant
- Behavior Consultant
- Deaf and Hard of Hearing Interpreter Coordinator
- Librarian/Media Specialist
- Mental Health Therapist
- Occupational Therapist
- Physical Therapist
- Regional Equity and Essential Skills Specialist
- School Nurse
- School Psychologist
- Special Education Teacher/Consultant
- Speech and Language Pathologist
- Staff Development Specialist
- Talented and Gifted/504 Coordinator
- Teacher on Special Assignment

DOMAIN I: The Learner and Learning Environment

STANDARDS	DESCRIPTORS OF EACH PERFORMANCE LEVEL			
	Ineffective	Area for Growth	Effective	Exemplary
I-A Demonstrates knowledge of learner development	Demonstrates minimal or no knowledge of student patterns of learning and stages of skill development for the purpose of differentiating instruction.	Demonstrates some knowledge of student patterns of learning and stages of skill development for the purpose of differentiating instruction.	Demonstrates knowledge of student patterns of learning and stages of skill development for the purpose of differentiating instruction.	Demonstrates extensive knowledge of student patterns of learning and stages of skill development for the purpose of differentiating instruction. Is a resource for colleagues in this area.
I-B Demonstrates knowledge of individual learners	Minimal or no evidence of becoming familiar with students as individual learners. Minimal or no attempt to consult and collaborate with colleagues to address student needs.	Some evidence of becoming familiar with students as individual learners. Some attempt to consult and collaborate with colleagues to address student needs.	Is familiar with each student's individual learning needs. Demonstrates the belief that all students can learn. Consults and collaborates with colleagues to address individual student needs.	Demonstrates an in-depth knowledge of each student and their individual learning traits. Demonstrates the belief that all students can learn. Consults and collaborates with colleagues to address diverse needs and abilities of individual students.
I-C Applies cultural sensitivity and disability awareness	Demonstrates minimal or no understanding, sensitivity, and/or awareness of cultural, social, and disability differences. Minimal or no evidence of advocating to promote access. Minimal or no attempt to provide appropriate and inclusive opportunities for students in the least restrictive environment.	Demonstrates some understanding, sensitivity, and/or awareness of cultural, social, and disability differences. Some evidence of advocating to promote access. Some attempt to provide appropriate and inclusive opportunities for students in the least restrictive environment.	Demonstrates understanding, sensitivity, and awareness of cultural, social, and disability differences. Advocates to promote access. Provides appropriate and inclusive opportunities for students in the least restrictive environment.	Continually demonstrates an in-depth understanding, sensitivity, and awareness of cultural, social, and disability differences. Advocates at the district level to promote appropriate access. Seeks inclusive opportunities for students in the least restrictive environment. Proactively engages colleagues in awareness conversations.
I-D Promotes a safe environment of respect, inclusion, and awareness	Minimal or no attempt to establish a safe, respectful, collaborative and/or inclusive educational environment. Minimal or no attempt to provide accessible and appropriate materials.	Some attempt to establish a safe, respectful, collaborative, and inclusive educational environment. Some attempt to provide accessible and appropriate materials.	Establishes a safe, respectful, collaborative, and inclusive educational environment. Provides accessible and appropriate materials.	Models and coaches colleagues in the establishment of a safe, respectful, collaborative, and inclusive educational environment. Provides and shares accessible and appropriate materials.

I-E Promotes effective student transitions	Minimal or no evidence of working collaboratively with teams to prepare for student transitions. Minimal or no attempt to contribute information and/or participate in activities to support transitions.	Some evidence of working collaboratively with teams to prepare for student transitions. Some attempt to contribute information and/or participate in activities to support transitions.	Works collaboratively with teams to prepare for student transitions. Contributes information and participates in activities to support transitions.	Excels in collaboratively planning for student transitions. Contributes substantial information and leads activities to support transitions.
I-F Manages student behavior	Minimal or no evidence of establishing clear and appropriate expectations and routines. Minimal or no attempt to monitor student behavior and/or respond appropriately to misbehavior.	Some evidence of establishing clear and appropriate expectations and routines. Attempts to monitor student behavior and/or respond appropriately to misbehavior.	Establishes clear and appropriate expectations and routines that maximize learning time. Monitors student behavior and encourages students to monitor their own behavior. Responds appropriately and consistently to misbehavior.	Engages students in establishing clear and appropriate expectations and routines that maximize learning time. Actively monitors student behavior and students take an active role in monitoring their own behavior and are engaged in preventing behaviors that interfere with learning. Responds appropriately and consistently to misbehavior.

Examples of Evidence

<ul style="list-style-type: none"> • Learning style inventories, questionnaires, student surveys • Skills inventories, student interview notes • Teacher/specialist reference materials • Student materials • Community resources • Adaptation of lesson plans, teacher-structured activities, and student-directed activities • Assessment data and adaptation of assessments • Adaptation of student grouping • Parent and student feedback • Student voice, engagement, interaction, and attendance 	<ul style="list-style-type: none"> • Variety of ways students demonstrate learning • Instructional materials that celebrate human diversity • Transition materials • Discipline referrals • Rules and procedures • Integration of social skills and social responsibility into instruction • Involvement in and use of school-wide positive behavior systems • Observations • Handouts/guides from professional development
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DOMAIN II: Professional Knowledge and Practice

STANDARDS	DESCRIPTORS OF EACH PERFORMANCE LEVEL			
	Ineffective	Area for Growth	Effective	Exemplary
II-A Demonstrates knowledge of relevant professional and content standards	Demonstrates minimal or no professional knowledge pertinent to area of expertise. Minimal or no understanding or aligning service delivery to educational content standards.	Demonstrates some professional knowledge pertinent to area of expertise. Some understanding and aligning service delivery to educational content standards.	Demonstrates professional knowledge pertinent to area of expertise. Understands and aligns service delivery to educational content standards.	Demonstrates professional knowledge pertinent to area of expertise. Understands and aligns service delivery to educational content standards. Seeks leadership opportunities and is a resource for others.
II-B Selects and utilizes targeted assessments	Minimal or no attempt to design and/or select a variety of interim, formative, and summative assessments that align with learning or evaluation objectives. Minimal or no attempt to provide timely and specific verbal and written feedback that helps students and colleagues improve learning and teaching.	Some attempt to design and/or select a variety of interim, formative, and summative assessments that align with learning or evaluation objectives. Some attempt to provide timely and specific verbal and written feedback that helps students and colleagues improve learning and teaching.	Designs and/or selects a variety of interim, formative, and summative assessments that align with learning or evaluation objectives. Provides timely and specific verbal and written feedback that helps students and colleagues improve learning and teaching.	Designs and/or selects a variety of interim, formative, and summative assessments that align with learning or evaluation objectives. Provides timely and specific verbal and written feedback that helps students and colleagues improve learning and teaching. Actively seeks new knowledge and skills in assessment germane to their field.
II-C Analyzes, interprets, and explains data	Minimal or no evidence of ensuring student progress toward meeting standards by documenting, analyzing, and/or interpreting student data.	Some evidence of ensuring student progress toward meeting standards by documenting, analyzing, and/or interpreting student data.	Ensures student progress toward meeting standards by working independently and collaboratively to document, analyze, and interpret a variety of student data to inform instruction.	Ensures student progress toward meeting standards by working independently and collaboratively to document, analyze, and interpret a variety of student data. Uses analysis to adapt to individual and group needs, creating a feedback loop of outcome data informing instruction. Is a resource for colleagues in this area.

II-D Designs coherent and relevant instructional recommendations for access	Minimal or no attempt to design coherent, relevant and/or developmentally appropriate instructional recommendations. Instructional recommendations may or may not be aligned to standards, rigorous, contain clear outcomes, and/or meet the needs of learners.	Some attempt to design coherent, relevant, and developmentally appropriate instructional recommendations. Instructional recommendations may or may not be aligned to standards, rigorous, contain clear outcomes, and/or meet the needs of learners.	Designs coherent, relevant, and developmentally appropriate instructional recommendations that are aligned to standards, are rigorous, have clear outcomes, and meet the needs of diverse groups of learners.	Designs coherent, relevant, and developmentally appropriate instructional recommendations that are aligned to standards, are rigorous, have clear outcomes, and meet the needs of individual learners. Recommendations directly enhance access and reflect integration of content standards.
II-E Designs and delivers applicable services	Minimal or no attempt to deliver developmentally and/or instructionally appropriate services. Minimal or no evidence of service delivery reflecting best practice within specialist's field.	Some attempt to deliver developmentally and/or instructionally appropriate services. Some evidence of service delivery reflecting best practice within specialist's field.	Delivers developmentally and instructionally appropriate services aligned to standards and student needs. Service delivery reflects best practice within specialist's field.	Delivers developmentally and instructionally appropriate services aligned to standards and student needs. Service delivery reflects expertise within specialist's field.
II-F Integrates technology	Minimal or no attempt to recommend and/or incorporate available technology into lessons, activities, and assessments. Minimal or no attempt to appropriately utilize required technology and software in professional practice.	Some attempt to recommend and/or incorporate available technology into lessons, activities, and assessments. Some attempt to appropriately utilize required technology and software in professional practice.	Recommends and/or incorporates available technology into lessons, activities, and assessments. Appropriately utilizes required technology and software in professional practice and to advance professional knowledge and skills.	Recommends and/or incorporates available technology into lessons, activities, and assessments. Appropriately uses a wide variety of technology applications to advance professional knowledge and skills. Takes initiative to learn new technology applications and skills and/or is a resource for colleagues.
II-G Communicates with students	Minimal or no evidence of age-appropriate or differentiated communication. Minimal or no attempt to provide appropriate directions, check for understanding, and/or clarify the purpose for lessons/tasks.	Some evidence of age-appropriate and/or differentiated communication. Some attempt to provide appropriate directions, check for understanding, and/or clarify the purpose for lessons/tasks.	Uses age-appropriate communication, differentiated for student levels. Provides appropriate directions and checks for understanding. Clarifies the purpose for all lessons/tasks and varies the approach according to need. Reinforces high expectations for all students.	Excels in communication across a continuum of audiences. Provides appropriate directions and checks for understanding. Thoroughly defines the purpose for all lessons/tasks and varies the approach according to need. Reinforces high expectations for all students.

II-H Prepares for, facilitates, and contributes to meetings	Minimal or no attempt to prepare required documents for meetings. Minimal or no skill in facilitating, contributing relevant information, and/or addressing disagreements during meetings.	Some attempt to prepare required documents for meetings. Some skill in facilitating, contributing relevant information, and/or addressing disagreements during meetings.	Prepares required documents for meetings. Facilitates, contributes relevant information, and addresses disagreements during meetings.	Prepares required documents for meetings. Contributes relevant information with in-depth analysis during meetings. Demonstrates expert facilitation skills, including critical conversations when presented with conflict. Models efficient meeting processes.
II-I Provides professional development to staff and stakeholders	Minimal or no response to requests to increase the knowledge and skills of staff and stakeholders.	Some attempt to respond to requests to increase the knowledge and skills of staff and stakeholders.	Responds to requests to increase the knowledge and skills of staff and stakeholders in order to better serve all students.	Seeks opportunities to increase the knowledge and skills of staff and stakeholders in order to better serve all students. Serves as a resource for colleagues.

Examples of Evidence

<ul style="list-style-type: none"> • Identification of students needing extra help • Posted objectives, learning targets • Review of prior learning • Variety of questioning techniques • Variety of ways students demonstrate learning • Student reflection and work samples/portfolios/demonstrations • Student engagement, motivation, and confidence • Quantity, quality, and format of feedback to students and/or staff 	<ul style="list-style-type: none"> • Communicates standards, expectations, and guidelines • Copies of correspondence with peers, students, and parents • Incorporation of technology • Data spreadsheets, analyzing various data • Correlation of growth data with learning targets • Classroom observations • Handouts/guides from professional development
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DOMAIN III: Professional Responsibility

STANDARDS	DESCRIPTORS OF EACH PERFORMANCE LEVEL			
	Ineffective	Area for Growth	Effective	Exemplary
III-A Communicates, consults, and collaborates with staff, families, and stakeholders	Minimal or no attempt to establish relationships and/or regularly communicate with staff, families, and stakeholders. Minimal or no evidence of collecting, conveying, and/or contributing relevant information, strategies, and activities through proper avenues of communication. Minimal or no attempt to encourage family and stakeholder involvement.	Some attempt to establish relationships and/or regularly communicate with staff, families, and stakeholders. Some evidence of collecting, conveying, and/or contributing relevant information, strategies, and activities through proper avenues of communication. Some attempt to encourage family and stakeholder involvement.	Establishes effective relationships and regular communication with general education and special education staff, families, and stakeholders as defined by job requirements. Collects, conveys and effectively contributes relevant information, strategies, and activities through proper avenues of communication. Encourages family and stakeholder involvement.	Establishes effective relationships and pro-active communication with general education and special education staff, families and stakeholders as defined by job requirements. Develops community through multiple avenues of communication including events, newsletters and other opportunities. Fosters a culture that assists families and students in articulating learning needs. Interactions are culturally sensitive.
III-B Demonstrates understanding of and complies with requirements	Demonstrates minimal or no understanding of or compliance with federal, state, and district requirements. Completes minimal or no paperwork and meets few procedural timeline.	Demonstrates some understanding of and compliance with federal, state, and district requirements. Completes some paperwork and meets some procedural timelines.	Demonstrates understanding of and complies with federal, state, and district requirements. Completes all paperwork and meets procedural timelines.	Demonstrates expertise and is a resource for colleagues in understanding and interpreting federal, state, and district requirements. Proactively plans with colleagues to ensure all paperwork and requirements are met in a timely manner.
III-C Demonstrates professionalism	Demonstrates minimal or no honesty, integrity, and/or confidentiality in actions and communication. Makes minimal or no contribution to planning and decision-making. Maintains minimal or no accurate and organized records. Minimal or no evidence of being punctual and/or dedicated to attending work. Minimal or no evidence of assigning and monitoring work of assistants and/or volunteers.	Demonstrates some honesty, integrity, and/or confidentiality in actions and communication. Contributes some ideas or expertise to planning and decision-making. Maintains some accurate and/or organized records. Some evidence of being punctual and/or dedicated to attending work. Some evidence of assigning and monitoring work of assistants and/or volunteers.	Demonstrates honesty, integrity and confidentiality in actions and communication. Contributes relevant ideas and expertise to planning and decision-making. Maintains accurate and organized records. Is punctual and dedicated to attending work. Appropriately assigns and monitors work of assistants and/or volunteers.	Demonstrates and promotes honesty, integrity and confidentiality in actions and communication. Contributes as a leader among colleagues in planning and decision-making. Maintains accurate and organized records. Is punctual and dedicated to attending work. Appropriately assigns and monitors work of assistants and/or volunteers.

III-D Participates in a professional community	Minimal or no collaboration with colleagues in professional learning communities. Minimal or no participation in school and district activities during the contracted day. Professional services may or may not be aligned with department mission and goals.	Some collaboration with colleagues in professional learning communities to create a culture of professional inquiry and mutual support. Some participation in school and district activities during the contracted day. Professional services may or may not be aligned with department mission and goals.	Collaborates with colleagues in professional learning communities to create a culture of professional inquiry and mutual support. Participates in school and district activities during the contracted day and may participate outside the contracted day. Aligns professional services with department mission and goals.	Leads colleagues in professional learning communities to create a culture of professional inquiry and mutual support. Works with others to promote participation. Takes a leadership role in school, department and district activities, making substantial contributions. Aligns professional services with department mission and goals.
III-E Grows and develops professionally	Minimal or no participation in professional learning opportunities. Minimal or no evidence of receptivity to feedback from supervisor and/or colleagues. Minimal or no attempt at setting and/or monitoring progress on professional goals.	Some participation in professional learning opportunities to enhance skills and content knowledge. Some evidence of receptivity to feedback from supervisor and/or colleagues. Some attempt at setting and/or monitoring progress on professional goals.	Participates in professional learning opportunities to enhance skills and content knowledge. Welcomes feedback from supervisor and colleagues. Sets and monitors progress on professional goals.	Seeks out and participates in professional learning opportunities to enhance skills and content knowledge. Could be or is a resource for others in this area. Seeks out feedback from supervisor and colleagues and carefully reflects on improvement strategies.

Examples of Evidence

<ul style="list-style-type: none"> • Regular communication with families, surveys, newsletters, workshops, etc. • Home/school communication log and notes from meetings • Parent conferences • IEP meetings and documentation • Documented feedback from colleagues • Professional growth plan • Progress toward professional goals • Handouts/guides and reflections from professional development 	<ul style="list-style-type: none"> • Reflections on professional practice • Professional portfolio • Participation in mentoring and coaching • Participation on school committees • Agendas/notes from leadership roles • Pursuit of advanced degree • Awards and recognitions • Observations
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