

CHILD STUDY TEAM CASE MANAGER RUBRIC

School Social Worker, School Psychologist, Learning Disabilities Teacher Consultant

Domain: 1 Planning and Preparation

Component a:

Demonstrating Knowledge of Local, State, and Federal regulations, and of Academic, Emotional, and Behavioral supports within and beyond the school and District.

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • Demonstrates little or no knowledge of local, state, and federal regulations, and of academic, emotional, and behavioral supports within and beyond the school and District. 	<ul style="list-style-type: none"> • Demonstrates basic knowledge of local, state, and federal regulations, and of academic, emotional, and behavioral supports within and beyond the school and District. • Provides but doesn't explain regulatory information; provides accurate but limited information regarding available resources for students. 	<ul style="list-style-type: none"> • Demonstrates thorough knowledge of local, state, and federal regulations, and of academic, emotional, and behavioral supports within and beyond the school and District. • Speaks about regulations as applicable to students' evaluations, eligibility. • Provides comprehensive information about school and district resources. • Responds to parental requests for community support by directing them appropriately to helpful resources. 	<ul style="list-style-type: none"> • Demonstrates extensive knowledge of local, state, and federal regulations, and of academic, emotional, and behavioral supports within and beyond the school and District. • Enhances others' knowledge about regulations • Provides comprehensive information about school and district resources. • Actively maintains current knowledge of resources available to families within and outside school district • Is identified as a go-to person for resources and information.

CHILD STUDY TEAM CASE MANAGER RUBRIC
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Domain: 1 Planning and Preparation
Component b:

Demonstrating Knowledge of child and adolescent development, learning, and psychopathology

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • Demonstrates little or no knowledge of child and adolescent development, learning and psychopathology. • Does not know basic tenets of child and adolescent development, learning, and psychopathology. • Makes erroneous statements about child and adolescent development, learning, and psychopathology. 	<ul style="list-style-type: none"> • Demonstrates partially effective knowledge of child and adolescent development, learning and psychopathology as knowledge is limited to that acquired during university training. • Inconsistently remains current with the latest research in the field via DSM updates, research articles, and attending conferences. 	<ul style="list-style-type: none"> • Demonstrates thorough knowledge of child and adolescent development, learning and psychopathology • Remains current with the latest research in the field via DSM updates, research articles, and attending conferences. 	<ul style="list-style-type: none"> • Demonstrates extensive knowledge of child and adolescent development, learning, and psychopathology • Remains current with the latest research in the field via DSM updates, research articles, and attending conferences. • Shares with colleagues the latest research that is relevant.

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Domain: 1 Planning and Preparation

Component c:

Reviews students' academic progress in the recommended program Annually

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • Has not reviewed student's progress in current program prior to Annual Review Meeting via progress reports; collaboration with teachers; and/or treating therapists • Resists suggestions that such review is important. 	<ul style="list-style-type: none"> • Reviewed some of the student's progress in current program prior to Annual Review Meeting via progress reports; collaboration with teachers; and/or treating therapists. • Is unable to fully articulate strengths and weaknesses regarding progress. • Demonstrates some understanding that review is important. 	<ul style="list-style-type: none"> • Reviewed all of the student's progress in current program prior to Annual Review Meeting via progress reports; collaboration with teachers; and/or treating therapists. • Is able to articulate strengths and weaknesses regarding progress. • Understands that review is important. 	<ul style="list-style-type: none"> • Reviewed all of the student's progress in current program prior to Annual Review Meeting via progress reports; collaboration with teachers; and/or treating therapists • Is able to articulate strengths and weaknesses regarding progress. • Is sought after to review cases in with others

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Domain: 2 Meeting Environment

Component a:

Creating an Environment of Respect and Rapport, that promotes Collaboration

Unsatisfactory	Basic	Proficient	Distinguished
<p>Interactions with parents, the IEP Team, staff, and administration:</p> <ul style="list-style-type: none"> • Are negative and/or inappropriate; not respectful; not supportive or collaborative. • Do not validate concerns. <p>CST Case Manager:</p> <ul style="list-style-type: none"> • Does not promote positive interactions among team members, staff, and administration. • Overall efforts at developing rapport are absent. 	<p>Interactions with parents, the IEP Team, staff, and administration:</p> <ul style="list-style-type: none"> • Are a mix of positive and negative. While respectful may not be supportive or promote collaboration consistently. • Inconsistently validates concerns. <p>CST Case Manager:</p> <ul style="list-style-type: none"> • Inconsistently promotes positive interactions among team members, staff, and administration. • Overall efforts at developing rapport are inconsistent. 	<p>Interactions with parents, the IEP Team, staff, and administration:</p> <ul style="list-style-type: none"> • Are positive and appropriate; respectful; supportive; and promote collaboration. • Validate concerns. <p>CST Case Manager:</p> <ul style="list-style-type: none"> • Promotes positive interactions among team members, staff, and administration. • Rapport is easily established. 	<ul style="list-style-type: none"> • Parents, the IEP Team, staff, and administration seek out the CST Case Manager, reflecting a high degree of comfort and trust in the relationship, as well as, the ease and assurance of a collaborative effort.

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Domain: 2 Meeting Environment
Component b:

Establishing a Positive Culture of Communication with Students, Parents, the IEP Team, Staff, and Administration

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • Makes no attempt to establish a positive culture of communication with students, parents, the IEP Team, staff, and administration. • Interactions are disrespectful, condescending, and/or developmentally inappropriate. • No expectations for or explanations of activities are given to student, if in attendance, and parent. 	<ul style="list-style-type: none"> • Attempts to establish a positive culture of communication with students, parents, the IEP Team, staff, and administration are partially successful. • Interactions are confusing, unclear, and developmentally inappropriate. • Inconsistent expectations for or explanations of activities are given to student, if in attendance, and parent. 	<ul style="list-style-type: none"> • Establishes a positive culture of communication with students, parents, the IEP Team, staff, and administration. • Expectations for or explanations of activities are clearly communicated to student in a developmentally appropriate manner. • Explanations are clear, patient and respectful. 	<ul style="list-style-type: none"> • Establishes and promotes a positive culture of communication with students, parents, the IEP Team, staff, and administration • Assumes a leadership role in establishing a positive culture and climate. • Is sought out to assist in explanations which are communicated in a clear, patient and respectful manner

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Domain: 2 Meeting Environment

Component c:

Demonstrates Knowledge of Established Procedures for Referrals and is able to Maintain Procedures for Referrals

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • Lacks knowledge of procedures for referrals which have been established • Is not sure how to assist when teachers want to refer a student for special services. • Does not collaborate with secretarial staff to ensure timelines are met. • Initial Referrals are often not in compliance with either 20 days for referral or 90 days for Eligibility. 	<ul style="list-style-type: none"> • Has some knowledge of procedures for referrals which have been established. • Does not always give clear details when teachers want to refer a student for special services. • Inconsistently collaborates with secretarial staff to ensure timelines are met. • Some Initial Referrals are not in compliance with either 20 days for referral or 90 days for Eligibility. 	<ul style="list-style-type: none"> • Demonstrates knowledge of established procedures for referrals and is able to maintain procedures for referrals. • Collaborates often with secretarial staff to ensure timelines are met. • Most Initial Referrals are in compliance with both 20 days for referral and 90 days for Eligibility. 	<ul style="list-style-type: none"> • Demonstrates knowledge of established procedures for referrals and is able to maintain procedures for referrals. • Is sought after for assistance by colleagues. • Collaborates with secretarial staff to ensure timelines are met. • All Initial Referrals are in compliance with both 20 days for referral and 90 days for Eligibility.

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Domain: 2 Meeting Environment
Component d:

Establishing Standards of Conduct in Evaluation and Counseling environment

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • Has not established standards of conduct for the evaluation and counseling environment. • Disregards or fails to address negative student’s behavior during the evaluation or counseling environment. • Does not collaborate with school personnel regarding student behavior. • Refuses to deal with crisis situations. 	<ul style="list-style-type: none"> • Appears to have established standards of conduct for the evaluation and counseling environment. • Attempts to monitor and correct negative student’s behavior during an evaluation or counseling; is partially successful. • Infrequently collaborates with school personnel regarding student behavior. • Avoids dealing with crisis situations. • Uses the same environmental structure techniques regardless of student needs. 	<ul style="list-style-type: none"> • Standards of conduct have been established for the evaluation and counseling environment. • Monitors student’s behavior against those standards during an evaluation and counseling; is successful. • Collaborates with school personnel regarding student behavior. • Helps defuse students in crisis. • Flexibly structures the environment and employs techniques designed to effectively manage 	<ul style="list-style-type: none"> • Standards of conduct have been established for the evaluation and counseling environment. • Monitors student’s behavior in a subtle and preventive manner. • Is sought out by school personnel in order to address student’s behavior and defuse students in crisis. • Flexibly structures the environment and employs techniques designed to effectively manage. • Promotes positive student behavior by responding to individual needs.

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Domain: 2 Meeting Environment
Component e:

Organizing physical space for Evaluation, Counseling, and Meetings

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • The physical space for evaluation, counseling, and meetings is disorganized and poorly suited to complete evaluations, counsel or hold meetings. • Materials (assessment tools; protocols; District Forms) are not stored in an organized manner and are not readily available when needed 	<ul style="list-style-type: none"> • The physical space for evaluation, counseling, and meetings is somewhat organized and suited to complete evaluations, counsel or hold meetings. • Materials (assessment tools; protocols; District Forms) are somewhat organized and inconsistently available when needed. 	<ul style="list-style-type: none"> • The physical space for evaluation, counseling, and meetings is well organized and suited to complete evaluations, counsel or hold meetings. • Materials (assessment tools; protocols; District Forms) are well organized and readily available when needed. 	<ul style="list-style-type: none"> • The physical space for evaluation, counseling, and meetings is highly organized and suited to complete evaluations, counsel or hold meetings. • Materials (assessment tools; protocols; District Forms) are highly organized and readily available when needed.

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Domain: 3 Case Management
Component a:

Responding to referrals; consulting students, parents, the IEP Team, staff, and administration

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • Fails to consult with students, parents, the IEP Team, staff, and/or administration or to tailor evaluations to the questions raised in the referral. 	<ul style="list-style-type: none"> • Consults sporadically with students, parents, the IEP Team, staff, and/or administration, making partially successful attempts to tailor evaluations to the questions raised in the referral. 	<ul style="list-style-type: none"> • Consults frequently with students, parents, the IEP Team, staff, and/or administration tailoring evaluations to the questions raised in the referral. 	<ul style="list-style-type: none"> • Consults frequently with students, parents, the IEP Team, staff, and/or administration and colleagues • Contributes own insights and tailors evaluations to the questions raised in the referral. • Is sought by colleagues for consultation.

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**Domain: 3 Case Management
Component b:**

Interpreting and Collaborating Regarding Data and Assessments to Facilitate Effective Instructional Decision Making During Initial Eligibility Meetings; Re-evaluation Eligibility Meetings; and Annual Reviews

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • Does not use or explain data and/or assessments and/or incorrectly interprets data and assessments to inform decision making in meetings. • Does not collaborate with colleagues regarding interpreting data and assessments. 	<ul style="list-style-type: none"> • Presents data and assessments in a way that is not clearly understood by students, parents, the IEP Team, staff, and administration. • Is a passive participant in Initial Eligibility Meetings; Re-evaluation Eligibility Meetings; and Annual Reviews • Makes minimal usage of data and assessments to inform decision making in meetings 	<ul style="list-style-type: none"> • Clearly interprets and presents data and/or assessments correctly • Is an active participant in facilitating effective decision making in Initial Eligibility Meetings; Re-evaluation Eligibility Meetings; and Annual Reviews • Makes maximum usage of data and assessments to inform decision making in meetings. 	<ul style="list-style-type: none"> • Clearly interprets and presents data and/or assessments correctly • Promotes effective decision making in Initial Eligibility Meetings; Re-evaluation Eligibility Meetings; and Annual Reviews • Makes maximum usage of data and assessments to inform decision making in meetings. • Provides leadership to the team and facilitates the process so that all members can provide meaningful contributions to the discussion. • Mentors and/or guides others in the interpretation of data and/or assessments.

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Domain: 3 Case Management
Component c:

Demonstrating Flexibility, Adaptability, and Responsiveness When Working with Staff, Students, and Parents

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • Avoids input from staff, students, and parents and adheres to rigid procedures even when they are proven ineffective. • Knowledge of students' needs and interests does not drive recommendations. • Has very limited approaches within repertoire to address diverse needs of students. • During unexpected situations does not assist. 	<ul style="list-style-type: none"> • Responds reluctantly to staff, student, and parent input • Makes minor changes in response to students' needs. • Knowledge of students' needs and interests does not drive recommendations. • Adheres to a predetermined approach or has a limited approach within repertoire to address diverse needs of students. • During unexpected situations responds only when directed by administration. 	<ul style="list-style-type: none"> • Makes changes as needed in response to staff, student, and parent input, • Demonstrates flexibility and adaptability to students' needs. • Knowledge of students' needs and interests drives recommendations • Has a variety of approaches within repertoire to address the diverse needs of students. • During unexpected situations responds flexibly with usage of time and adjustment of priorities 	<ul style="list-style-type: none"> • Readily and courteously responds to staff, student, and parent input and proactively anticipates students' needs. • Collaboratively seeks ways to improve the responsiveness of the school-wide environment to students' needs. • Knowledge of students' needs and interests consistently drives recommendations • Has a multitude of approaches within repertoire to address the diverse needs of students. • During unexpected situations responds flexibly with usage of time and adjustment of priorities. • Assists other team members, staff, and administration as needed throughout the District.

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Domain: 3 Case Management
Component d:

Considering Possible Interventions and Instructional Supports Based on Students' needs to Maximize Students' Likelihood of Success

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • Does not consider possible academic, behavioral, and social/emotional interventions and supports for student. • Does not demonstrate knowledge of evidence-based interventions. • Does not collaborate with school personnel in order to identify interventions. • Unable to suggest or identify appropriate interventions that meet the needs of the student 	<ul style="list-style-type: none"> • Considers possible academic, behavioral, and social/emotional interventions and supports. • Inconsistently aligns supports to the specific needs of student. • Demonstrates limited knowledge of evidence-based interventions. • Collaborates only when requested by school personnel in order to identify interventions. • Has limited suggestions for appropriate interventions that meet the needs of the student. 	<ul style="list-style-type: none"> • Considers possible academic, behavioral, and social/emotional interventions and supports. • Targets the specific needs of student. • Demonstrates understanding of evidence-based interventions. • Frequently collaborates with school personnel in order to identify interventions • Regularly suggests or identifies appropriate interventions that meet the needs of the student. 	<ul style="list-style-type: none"> • Thoroughly considers possible academic, behavioral, and social/emotional interventions and supports. • Targets the specific needs of student. • Demonstrates an extensive understanding of evidence-based interventions and supports available to student. • Provides leadership when collaborating with school personnel in order to develop intervention. • Functions within a leadership role by researching interventions that are available to meet the needs of student and obtains such materials.

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Domain: 3 Case Management
Component e:

Maintaining Contact with Physicians and Community Mental Health Service Providers

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • Does not utilize previous information or does not recognize a student has medical or mental health needs. • Fails to obtain sign consent to contact or request release of information from physicians and community mental health service providers 	<ul style="list-style-type: none"> • Utilizes previous information provided in the student’s file • Is aware that the student has medical or mental health needs but fails to obtain sign consent to contact or request release of information to get update from physicians and community mental health service providers. 	<ul style="list-style-type: none"> • Utilizes previous information provided in the student’s file • Is aware that the student has medical or mental health needs <u>and obtains</u> signed consent to contact or request release of information from physicians and community mental health service providers at the meeting. 	<ul style="list-style-type: none"> • Utilizes previous information provided in the student’s file • Is aware that the student has medical or mental health needs <u>and obtains</u> signed consent to contact or request release of information, <u>prior</u> to the meeting, from physicians and community mental health service providers. • Updates teachers, school nurse, therapists, and administrators, as appropriate, regarding the student's current medical or mental health needs.

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**Domain: 3 Case Management
Component f:**

Demonstrates Preparation of All Pertinent Paperwork for Annual Review Meetings; Re-evaluation Planning Meetings; Re-evaluation Eligibility Meetings; and Initial Eligibility Meetings

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • Has not prepared any paperwork for Individual Educational Plans (no Draft); Re-evaluation Plans; Re-evaluation Eligibility prior to meeting. • Surveys have not been sent out 4 weeks prior to meetings. • IEP sent to parent more than 30 days meeting's completion. 	<ul style="list-style-type: none"> • Has prepared some paperwork for Individual Educational Plans (some in Draft); Re-evaluation Plans; Re-evaluation Eligibility and Initial Eligibility prior to meeting. • Surveys have been sent out prior to meetings but less than 4 weeks. • IEP sent to parent more than 15 days after meeting's completion. 	<ul style="list-style-type: none"> • Has prepared paper work for Individual Educational Plans (Draft Form); Re-evaluation Plans; Re-evaluation Eligibility and Initial Eligibility prior to meeting. • Surveys have been sent 4 weeks prior to meetings. • IEP sent to parent 7 days or less after meeting's completion. 	<ul style="list-style-type: none"> • Has prepared paper work for Individual Educational Plans (Draft Form); Re-evaluation Plans; Re-evaluation Eligibility prior to meeting. • Surveys have been sent 4 weeks prior to meetings. • Completed IEP handed to parent at the meeting's completion.

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Domain: 3 Case Management
Component g:

Maintaining timelines as per New Jersey Administrative Code 6A:14

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • Does not comply with the compliance timelines for Initials, Re-evaluations; Re-evaluation Eligibility; and Annual Reviews. • Evaluations are not ordered. • Evaluations assigned to CST Case Manager are not conducted in a timely fashion and/or not completed by the due date. 	<ul style="list-style-type: none"> • Meets 80-89% of the compliance timelines for Initials, Re-evaluations; Re-evaluation Eligibility; and Annual Reviews. • Most evaluations are ordered. • Most of the evaluations assigned to CST Case Manager are conducted in a timely fashion and completed by the due date. 	<ul style="list-style-type: none"> • Meets 90-95% of the compliance timelines for Initials, Re-evaluations; Re-evaluation Eligibility; and Annual Reviews. • All evaluations are ordered. • 90-95% of the evaluations assigned to CST Case Manager are conducted in a timely fashion and completed by the due date. 	<ul style="list-style-type: none"> • Meets 100% of the compliance timelines for Initials, Re-evaluations; Re-evaluation Eligibility; and Annual Reviews. • All evaluations are ordered. • 100% of the evaluations assigned to CST Case Manager are conducted in a timely fashion and completed by the due date.

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Domain: 4 Professional Responsibilities
Component a:

Reflecting on Practice

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • Does not reflect on practice. • Reflections are inaccurate 	<ul style="list-style-type: none"> • Inconsistently reflects on practice. • Reflection is occasionally accurate • Does not cite specific examples • Use only global statements 	<ul style="list-style-type: none"> • Frequently reflects on practice • Reflection is accurate • Cites specific examples • Provides valuable ideas for improvement 	<ul style="list-style-type: none"> • Frequently engages in insightful reflection • Provides valuable ideas for improvement • Shares ideas across professional learning communities

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Domain: 4 Professional Responsibilities
Component b:

**Communicating
with Families**

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • Communication with families is mostly unclear, infrequent, or culturally insensitive. 	<ul style="list-style-type: none"> • Communication with families is at times unclear, infrequent, or may not be culturally sensitive. 	<ul style="list-style-type: none"> • Communication with families is clear, frequent, and culturally sensitive. • Communication includes a variety of modalities (phone calls, emails, in person meetings, and school/district events). 	<ul style="list-style-type: none"> • Communication with families is clear, frequent and culturally sensitive • Communication includes a variety of modalities (phone calls, emails, in person meetings, and school/district events). • Facilitates communication for families.

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Domain: 4 Professional Responsibilities

Component c:

**Maintaining
accurate records**

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • Maintains a nonexistent, chaotic, and/or ineffective record keeping system with information lost or missing. • Case notes are not documented in Realtime; forms are not uploaded into Realtime. • Protocols are not stored properly 	<ul style="list-style-type: none"> • Maintains a minimal and partially effective record keeping system. • Case notes are inconsistently documented; forms are inconsistently uploaded into Realtime. • Protocols are inconsistently stored. 	<ul style="list-style-type: none"> • Maintains an effective, organized record keeping system. • Case notes are consistently documented in Realtime; forms are uploaded into Realtime. • Protocols are stored properly. 	<ul style="list-style-type: none"> • Maintains an effective, organized and efficient record keeping system • Case notes are consistently and thoroughly documented in Realtime; forms are uploaded into Realtime. • Protocols are stored and labeled properly and are easily accessible.

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Domain: 4 Professional Responsibilities
Component d:

Participating in a Professional Community

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • Does not participate in school or District events. 	<ul style="list-style-type: none"> • Participates to a minimal extent, or when specifically requested, in school or District events. 	<ul style="list-style-type: none"> • Participates in both school and District events voluntarily. 	<ul style="list-style-type: none"> • Frequently and voluntarily participates in both school and District events. • Assumes a leadership role or makes a substantial contribution to school and District events.

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Domain: 4 Professional Responsibilities
Component e:

Engaging in Professional Development

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • Does not seek opportunities or participate in professional development activities. • Purposefully resists discussing performance with Supervisors or colleagues. 	<ul style="list-style-type: none"> • Participates in professional development. • Reluctantly accepts feedback from Supervisors and colleagues. 	<ul style="list-style-type: none"> • Actively participates in professional development activities. • Welcomes feedback from Supervisor and colleagues. 	<ul style="list-style-type: none"> • Takes a leadership role in professional development activities and professional inquiry. • Actively seeks feedback from Supervisors and colleagues.

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Domain: 4 Professional Responsibilities
Component f:

Showing Professionalism, including Integrity, Advocacy, and Maintaining Confidentiality

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • Does not comply with district timelines, policies, regulations, and responsibilities. • Does not notice the needs of students or does nothing to assist them. • Is dishonest. 	<ul style="list-style-type: none"> • Inconsistently complies with district timelines, policies, regulations, and responsibilities. • Notices the needs of students but inconsistently addresses them. • Is consistently honest. 	<ul style="list-style-type: none"> • Complies with district timelines, policies, regulations, and responsibilities. • Actively addresses students' needs. • Is consistently honest and known for having high standards of integrity. 	<ul style="list-style-type: none"> • Exceeds expectations regarding district timelines, policies, regulations, and responsibilities. • Takes a leadership role regarding District regulations. • Highly proactive in serving students. • Is considered a leader in terms of honesty, integrity, and confidentiality.