

Evergreen School Division

2.C.240 B: Performance Rubrics: Resource Teacher

Domain 1 for Resource Teachers (RT): Planning and Preparation				
Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating knowledge and skill in the resource area; holding the relevant certificate	RT demonstrates little or no knowledge and skill in the resource area; refuses to work towards the necessary certificate.	RT demonstrates basic knowledge and skill in the resource area; working towards the necessary certificate.	RT demonstrates through knowledge and skill in the resource area; holds the necessary certificate.	RT demonstrates extensive knowledge and skill in the resource area; holds an advanced certificate.
1b: Establishing goals for the resource program appropriate to the setting and the students served	RT has no clear goals for the resource program, or they are inappropriate to either the situation or the age of the students.	RT's goals for the resource program are rudimentary and are partially suitable to the situation and to the age of the students.	RT's goals for the resource program are clear and appropriate to the situation in the school and to the age of the students.	RT's goals for the resource program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers.
1 c: Demonstrating knowledge of provincial regulations and guidelines	RT demonstrates little or no knowledge of student services laws and procedures.	RT demonstrates basic knowledge of student services laws and procedures.	RT demonstrates thorough knowledge of student services laws and procedures.	RT's knowledge of student services laws and procedures is extensive; RT takes a leadership role in reviewing and revising division policies.

Domain 1 for Resource Teachers: Planning and Preparation (continued)

Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
1d: Demonstrating knowledge of resources, both within and beyond the school division	RT demonstrates little or no knowledge of resources for students available through the school or division.	RT demonstrates basic know ledge of resources for students available through the school or division.	RT demonstrates thorough knowledge of resources for students available through the school or division and some familiarity with resources outside the division.	RT demonstrates extensive knowledge of resources for students available through the school or division and in the larger community.
1e: Planning the resource program, integrated with the regular school program, to meet the needs of individual students	Resource program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Resource plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	RT has developed a plan that includes the important aspects of work in the setting.	RT's plan is highly coherent and preventative and serves to support students individually, within the broader educational program.
1f: Developing a plan to evaluate the resource program	RT has no plan to evaluate the program or resists suggestions that such an evaluation is important.	RT has a rudimentary plan to evaluate the resource program.	RT's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	RT's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 2 for Resource Teachers: The Environment

Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
2a: Establish rapport with students	RT's interactions with students are negative or inappropriate; students appear uncomfortable in the resource room.	RT's interactions are a mix of positive and negative; the RT's efforts at developing rapport are partially successful.	RT's interactions with students are positive and respectful; students appear comfortable in the resource room.	Students seek out the RT, reflecting a high degree of comfort and trust in the relationship.
2b: Organizing time effectively	RT exercises poor judgment in setting priorities, resulting in confusion, missed deadlines and conflicting schedules.	RT's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	RT exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	RT demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.
2c: Establishing and maintaining clear procedures for referrals	No procedures for referrals have been established; when teachers want to refer a student for student services, they are not sure how to go about it.	RT has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and assessment protocols are clear to everyone and have been developed in consultation with teachers / administrators.

Domain 2 for Resource Teachers: The Environment (continued)

Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
2d: Establishing standards of conduct in the resource room	No standards of conduct have been established, and RT disregards or fails to address negative student behaviour during assessment or instruction.	Standards of conduct appear to have been established for the resource room. RT's attempts to monitor and correct negative student behaviour during assessment or instruction are partially successful.	Standards of conduct have been established for the resource room. RT monitors student behaviour against those standards; response to students is appropriate and respectful.	Standards of conduct have been established for the resource room. RT's monitoring of students is subtle and preventive, and students engage in self-monitoring behaviour.
2e: Organizing physical space for the resource room	The resource room is disorganized and poorly suited to working with students. Materials are usually available.	The resource room is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed.	The resource room is well organized; materials are available when needed.	The resource room is highly organized and is inviting to students. Materials are convenient when needed.

Domain 3 for Resource Teachers: Delivery of Service

Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
3a: Responding to referrals and evaluating student needs	RT fails to respond to referrals or makes hasty assessments of student needs.	RT responds to referrals when pressed and makes adequate assessments of students needs.	RT responds to referrals and make thorough assessments of student needs.	RT is proactive in responding to referrals and makes highly competent assessments of student needs.
3b: Developing and implementing treatment plans to maximize students' success	RT fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.	RT's plans for students are partially suitable for them or sporadically aligned with identified needs.	RT's plans for students are suitable for them and are aligned with identified needs.	RT develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
3c: Communicating with families	RT fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	RT's communication with families is partially successful; permissions are obtained but there are occasional insensitivities to cultural and linguistic traditions.	RT communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.	RT secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. RT reaches out to families of students to enhance trust.

Domain 3 for Resource Teachers: Delivery of Service (continued)

Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
3d: Collecting information; writing reports	RT neglects to collect important information on which to base instructional plans; reports are inaccurate or not appropriate to the audience.	RT collects most of the important information on which to base instructional plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	RT collects all the important information in which to base instructional plans; reports are accurate and appropriate to the audience.	RT is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.
3e: Demonstrating flexibility and responsiveness	RT adheres to the plan, in spite of evidence of its inadequacy.	RT makes modest changes to the instructional plan when confronted with evidence of the need for change.	RT makes revisions in the instructional plan when they are needed.	RT is continually seeking ways to improve the instructional plan and makes changes as needed in response to student, parent, or teacher input.

Domain 4 for Resource Teachers: Professional Responsibilities

Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on practice	RT does not reflect on practice, or the reflections are inaccurate or self-serving.	RT's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	RT's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. RT makes some specific suggestions as to how the resource program might be improved.	RT's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. RT draws on an extensive repertoire to suggest alternative strategies.
4b: Collaborating with teachers and administrators	RT is not available to staff for questions and planning and declines to provide background material when requested.	RT is available to staff for questions and planning and provides background material when requested.	RT initiates contact with teachers and administrators to confer regarding individual cases.	RT seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.
4c: Maintaining an effective data-management system	RT's data-management system is either non-existent or in disarray; it cannot be used to monitor student process or to adjust treatment when needed.	RT has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	RT has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	RT has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. RT uses the system to communicate with teachers and parents.

Domain 4 for Resource Teachers: Professional Responsibilities (continued)

Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
4d: Participating in a professional community	RT's relationships with colleagues are negative or self-serving, and RT avoids being involved in school and division events and projects.	RT's relationships with colleagues are cordial, and RT participates in school and division events and projects when specifically asked to do so.	RT participates actively in school and division events and projects and maintains positive and productive relationships with colleagues.	RT makes a substantial contribution to school and division events and projects and assumes a leadership role with colleagues.
4e: Engaging in professional development	RT does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	RT's participation in professional development activities is limited to those that are convenient or are required.	RT seeks out opportunities for professional development based on an individual assessment of need.	RT actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality	RT displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	RT is honest in interactions with colleagues, students and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.	RT displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	RT can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.