**Guidance for Evaluation of Clinical Coordinators**

This document is intended to be a crosswalk between the Specialized Instructional Support Personnel (SISP) rubric and the evaluation criteria that existed previously for clinical coordinators.

**Standard I: Curriculum, Planning, & Assessment**

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| **Rubric Indicators & Elements** | **Clinical Coordinator Evaluation Criteria from School Year 2011-2012** |
| I-A. Curriculum & PlanningI-A-1. Professional KnowledgeI-A-2. Child and Adolescent DevelopmentI-A-3. Plan Development I-A-4. Well-Structured LessonsI-B. AssessmentI-B-1. Variety of Assessment MethodsI-B-2. Adjustments to Practice I-C. AnalysisI-C-1. Analysis and Conclusions I-C-2. Sharing Conclusions with Colleagues I-C-3. Sharing Conclusions with Students and Families | * Provides conditions for interaction among students and between teachers and students via groups, therapy, staff consultation and other clinical settings.
* Provides clinical services at the appropriate developmental level for all students
* Establishes and maintains appropriate behavior in therapy sessions
* Maintains accurate clinical records and process notes.
* Maintains up-to-date written evidence of prior therapy sessions
* Plans activities to achieve both the short and long-term objectives of the program
* Formulates goals that are well defined and consistent with the social-emotional levels of the students
* Uses methodologies which relate to the objectives of treatment
* Employs an eclectic, client-centered approach to treatment
* Knows subject matter and utilizes it clearly and logically
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**Standard II: Teaching All Students**

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| **Rubric Elements** | **Former Evaluation Criteria** |
| II-A. InstructionII-A-1. Quality of Effort and WorkII-A-2. Student EngagementII-A-3. Meeting Diverse Needs II-B. Learning EnvironmentII-B-1. Safe Learning EnvironmentII-B-2. Collaborative Learning EnvironmentII-B-3. Student MotivationII-C. Cultural ProficiencyII-C-1. Respects Differences II-C-2. Maintains Respectful Environment II-D. ExpectationsII-D-1. Clear Expectations II-D-2. High Expectations II-D-3. Access to Knowledge | * Establishes and maintains an appropriate clinical environment.
* Provides conditions for interaction among students and between teachers and students via groups, therapy, staff consultation and other clinical settings.
* Provides clinical services at the appropriate developmental level for all students
* Contributes to the creation of an environment in which students function with a sense of purpose and understand what is expected of them
* Treats students with fairness, respect and consistency
* Formulates goals that are well defined and consistent with the social-emotional levels of the students
* Therapy sessions are geared toward to the individual needs of the student
* Works effectively to carry out educational plans for students with special needs
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**Standard III: Family and Community Engagement**

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| **Rubric Elements** | **Former Evaluation Criteria** |
| III-A. EngagementIII-A-1. Parent/Family EngagementIII-B. CollaborationIII-B-1. Learning ExpectationsII-B-2. Student SupportIII-C. CommunicationII-C-1. Two-Way Communication II-C-2. Culturally Proficient Communication  | * Exhibits cooperative relationships with parents (e.g. parental conferences, parental contact)
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**Standard IV: Professional Culture**

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| **Rubric Elements** | **Former Evaluation Criteria** |
| IV-A. ReflectionIV-A-1. Reflective PracticeII-A-2. Goal SettingIV-B. Professional GrowthIV-B-1. Professional Learning and GrowthIV-C. CollaborationIV-C-1. Professional Collaboration IV-C-2. Consultation IV-D. Decision-MakingIV-D-1. Decision-makingIV-E. Shared ResponsibilityIV-B-1. Shared ResponsibilityIV-F. Professional ResponsibilitiesIV-C-1. Judgment IV-C-2. Reliability and Responsibility  | * Works cooperatively with peers
* Complies with reporting requirements and administrative rules and regulations
* Performs duties and assignments effectively
* Participates in activities to promote general welfare of the school and the psychotherapeutic profession
* Maintains professional appearance and demeanor
* Maintains regular attendance in conformity with the rules and regulations of the School Department
* Maintains punctuality in all matters pertaining to the professional role
* Engages in activities that contribute to one’s performance in the teaching/learning situation (e.g., participates in professional organizations, responds to in-service and professional growth opportunities in terms of personal and client improvement
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