**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 & Planning  I-A-1. Professional Knowledge  I-A-2. Child and Adolescent Development  I-A-3. Plan Development  I-A-4. Well-Structured Lessons  I-B. Assessment  I-B-1. Variety of Assessment Methods  I-B-2. Adjustments to Practice  I-C. Analysis  I-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 |

**Standard II: Teaching All Students**

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| **Rubric Elements** | **Former Evaluation Criteria** |
| II-A. Instruction  II-A-1. Quality of Effort and Work  II-A-2. Student Engagement  II-A-3. Meeting Diverse Needs  II-B. Learning Environment  II-B-1. Safe Learning Environment  II-B-2. Collaborative Learning Environment  II-B-3. Student Motivation  II-C. Cultural Proficiency  II-C-1. Respects Differences  II-C-2. Maintains Respectful Environment  II-D. Expectations  II-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 |

**Standard III: Family and Community Engagement**

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| **Rubric Elements** | **Former Evaluation Criteria** |
| III-A. Engagement  III-A-1. Parent/Family Engagement  III-B. Collaboration  III-B-1. Learning Expectations  II-B-2. Student Support  III-C. Communication  II-C-1. Two-Way Communication  II-C-2. Culturally Proficient Communication | * Exhibits cooperative relationships with parents (e.g. parental conferences, parental contact) |

**Standard IV: Professional Culture**

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| **Rubric Elements** | **Former Evaluation Criteria** |
| IV-A. Reflection  IV-A-1. Reflective Practice  II-A-2. Goal Setting  IV-B. Professional Growth  IV-B-1. Professional Learning and Growth  IV-C. Collaboration  IV-C-1. Professional Collaboration  IV-C-2. Consultation  IV-D. Decision-Making  IV-D-1. Decision-making  IV-E. Shared Responsibility  IV-B-1. Shared Responsibility  IV-F. Professional Responsibilities  IV-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 |