**Form N: Framework for the Vocational Coordinator**

**Form N: Vermilion Association for Special Education Framework for Vocational Coordinator**

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| **Domain I for the Vocational Coordinator: Planning and Preparation** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **1a:**  **Demonstrating Knowledge of Post Secondary Transition/Vocational Program** | Vocational Coordinator demonstrates little or no knowledge and skill in the transition area, does not maintain the necessary certificate or license | Vocational Coordinator demonstrates basic knowledge and skill in the transition area; maintains certificate or license | Vocational Coordinator demonstrates thorough knowledge and skill in the transition area; maintains the necessary certificate or license | Vocational Coordinator demonstrates extensive knowledge and skill in the transition area; holds an advanced certificate and/or endorsements or license |
| **1a: Critical Attributes** | -Vocational Coordinator unfamiliar with the characteristics of disorders within their discipline  -Vocational Coordinator is unaware of rules and regulations governing vocational programs  -Vocational Coordinator does not demonstrate knowledge of transition and vocational practices  -Vocational Coordinator is unaware of licensing requirements and maintenance | -Vocational Coordinator is familiar with characteristics of disorders within their discipline  -Vocational Coordinator is able to seek or obtain information concerning rules and regulations  -Specialist has limited knowledge of transition and vocational practice  -Vocational Coordinator is aware of requirements and holds appropriate license | -Vocational Coordinator can identify characteristics of disorders within their discipline  -Vocational Coordinator knows state eligibility or criteria for discipline  -Specialist has thorough knowledge of best transition and vocational practices  -Vocational Coordinator maintains licensure | -Vocational Coordinator can identify characteristics of disorders within their discipline  -Vocational Coordinator knows district eligibility or criteria for discipline  -Specialist is able to serve as a resource to coworkers and parents when discussing rules and regulations as they apply to disorders within transition and vocational practices  -Specialist holds or maintains an advanced certificate or licensure as Vocational Coordinator |
| **Evidence:**  Click here to enter text. | | | | |

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| **Domain I for the Vocational Coordinator: Planning and Preparation** | | | | |
|  | | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **1b: Demonstrates Knowledge of Child and Adolescent Development** | | Vocational Coordinator does not demonstrate knowledge of developmental milestones for post-secondary transition or they are inappropriate for either the situation or the age of the students. | Vocational Coordinator demonstrates basic knowledge of developmental milestones for post-secondary transition and vocational program | Vocational Coordinator demonstrates clear understanding and appropriate application of developmental milestones for post-secondary transition and vocational program | Vocational Coordinator demonstrates extensive knowledge of developmental milestones. Vocational Coordinator also systematically acquires knowledge from several sources about individual students’ varied approaches to learning, knowledge and skills, and special needs. |
| **1b: Critical Attributes** | | -Vocational Coordinator has no knowledge of resources available concerning developmental norms  -Vocational Coordinator demonstrates no knowledge of assessment purpose, ages assessed and administration technique  -Specialist demonstrates no knowledge of accommodation strategies for student success in transition and vocational practice | -Vocational Coordinator has limited knowledge of resources available concerning developmental norms  -Vocational Coordinator demonstrates limited knowledge of assessment purpose, ages assessed, and administration techniques  -Vocational Coordinator demonstrates limited knowledge of accommodation strategies for student success in vocational settings | -Vocational Coordinator has knowledge of resources available concerning developmental norms  -Specialist demonstrates knowledge of assessment purpose, ages assessed, and administration techniques  -Specialist demonstrates knowledge of accommodations strategies for student success in vocational settings | -Vocational Coordinator has extensive knowledge of resources available concerning developmental norms  -Specialist assists team with the development and use of accommodations for post- secondary transition and employment  -Specialist assists the student in understanding his/her disability and necessary accommodations when developmentally appropriate |
| **Evidence:**  Click here to enter text. | | | | | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Domain I for the Vocational Coordinator: Planning and Preparation** | | | | | |  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** | | **1c: Develops Vocational Program to meet the Needs of Individual students** | Specialist has no clear plan for STEP programs, or the goals are inappropriate to either the situation or the age of the students. | Specialist’s plan for STEP are basic and are partially suitable to the worksite and to the age of the students | Specialist’s plan for STEP are clear and appropriate to the worksites and to the age of the students | Specialist’s plan for STEP are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with the student’s educational team. | | **1c: Critical Attributes** | -Specialist does not use assessment results, clinical judgment and current available data to individualize STEP for each student  -Specialist develops plan that is not appropriate to each student  -No knowledge of developmental hierarchy or work skills is evident in the plan  -Specialist does not modify plan based on student progress  -Specialist does not collect necessary data. | -Specialist inconsistently uses assessment results, clinical judgment, and current available data to formulate goals  -Specialist develops a generalized plan to address student’s needs  -A limited knowledge of developmental hierarchy and work skills is evident in the plan  -Modifies plan for individual student when directed  -Specialist collects limited data | -Specialist uses assessment results, clinical judgment, and current available data to formulate plan  -Specialist develops individualized plan to meet students’ specific needs.  -Specialist modifies plan based on student progress  -Specialist maintains data necessary to modify plan as needed | -When developmentally appropriate the Specialist reviews and develops the STEP Plan with the student | | **Evidence:**  Click here to enter text. | | | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Domain I for the Vocational Coordinator: Planning and Preparation** | | | | | |  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** | | **1d: Demonstrates knowledge of Local, State , and Federal Guidelines** | Specialist demonstrates little or no familiarity with local, state, federal special education laws and procedures | Specialist demonstrates a basic familiarity with local, state, federal special education laws and procedures | Specialist demonstrates thorough knowledge of local, state, federal special education laws and guidelines | Specialist’s knowledge of special education laws and procedures is extensive; Specialist takes a leadership role in reviewing and revising local policies and procedures | | **1d: Critical Attributes** | -Specialist plans programs or instruction with little regard for local, state or federal special education , rehabilitation, and labor laws, accepted procedures, or guidelines  -Specialist engages in practices that are self-serving  -Specialist willfully rejects school, state, and/or federal guidelines | -Specialist plans programs or instruction inconsistently following local, state or federal laws and guidelines for special education, rehabilitation, and labor laws  -Specialist does not notice that his/her practices result in poor condition for students  -Specialist makes decisions regarding procedures , but on a limited basis | -Specialist complies willingly with local, state and federal guidelines to develop IEPs and individualize legally appropriate vocational placements  -Specialist actively works to provide opportunities for student success | -Specialist is considered a leader in terms of knowledge of local, state and federal guidelines for special education and vocational programming.  –Specialist is highly proactive in serving students by using guidelines  -Specialist takes a lead in team and departmental decision-making. | | **Evidence:**  Click here to enter text. | | | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Domain I for the Vocational Coordinator: Planning and Preparation** | | | | | |  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** | | **1e:**  **Plan for Evaluating the Secondary Transition Experience Program (STEP)** | Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important, | Specialist has a rudimentary plan to evaluate STEP. Specialist has some goals for STEP, but limited collection of data to support the evaluation determination. Specialist | Specialist’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. | Specialist’s evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. | | **1e: Critical Attributes** | -Specialist sets no or few goals for STEP.  –Specialist does not have a data collection process  -Specialist does not plan to change the STEP program. | -Specialist has some goals for STEP.  -Specialist collects some data, but it is general and does not provide much useful information  -Specialist is reluctant to make changes to the program. | -Specialist has clear goals for STEP  -Specialist collects evidence to indicate the degree to which goals have been met  --Specialist makes changes based on the evidence collected. | -The evaluation plan has clear goals and procedures for attaining the goals.  –Specialist uses a variety of sources of evidence.  –The evaluation is on-going and changes are made when the need is identified throughout the school year | | **Evidence:**  Click here to enter text. | | | | | | | | | |

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| **Domain 1 for the Vocational Coordinator: The Environment** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **1f: Demonstrates Knowledge of Resources for Transition Planning and STEP** | Specialist demonstrates little or no knowledge and skill in selecting and appropriately administering assessments for post-secondary transition and vocation. Specialist has no or limited knowledge of resources for transition/vocational needs | The Specialist routinely recommends a generic set of evaluative instruments without regard to the referral concerns when assessing student s for employment and post-secondary education, independent living. Specialist’s efforts to locate and share transition resources are partially successful | Specialist initiates collaboration with special education teachers to provide resources for Transition Planning and STEP. The specialist consistently selects and uses a range of evaluative instruments to assess students and determine accurate transition plans and vocational skills. | Specialist provides professional development activities to share knowledge of resources for transition planning and vocational training. Specialist collaborates with other staff to develop and revise a county wide transition timeline, database for assessment, and updates for changes in state and federal laws guidelines and procedures. |
| **1f: Critical Attributes** | -Specialist administers and recommends assessments with little regard for standardized procedures  -Specialist does not address using data collection in decision making | -Specialist recommends assessments with basic knowledge of administration and purpose.  -Specialist mentions using data collected in decision making  -Specialist has some knowledge of basic on-line resources for curriculum and transition plan procedures, but shares only when asked to do so. | Specialist initiates sharing information about a variety of formal and informal assessments to teachers.  –Specialist connects use of data collected in decision making  --Specialist compiles resources for transition curriculum, makes connections with local service providers, and shares it with teachers | --Specialist provides training to teachers, staff, and stakeholders regarding transition and vocational resources, and administration of a variety of formal and informal assessments for developing post-secondary plans  –Specialist discriminates updates of changes to special education laws and procedures as they affect transition planning and vocational training. |
| **Evidence:**  Click here to enter text. | | | | |

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| **Domain 2 for the Vocational Coordinator: The Environment** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **2a: Creates an Environment of Respect and Rapport** | Specialist’s Interactions with stakeholders are negative or inappropriate. The Specialist does not deal with disrespectful behavior and is insensitive to stakeholders’ cultural backgrounds and developmental levels. | Specialist’s interactions with stakeholders are generally appropriate but may reflect occasional inconsistencies and disregard for stakeholders cultures and developmental levels. Specialist attempts to respond to disrespectful behaviors with uneven results | Specialist’s interactions are friendly and demonstrate general caring and respect. Stakeholders exhibit respect for the Specialist. | Stakeholders seek out the Specialist, reflecting a high degree of comfort and trust in the relationship. Specialist’s interactions are highly respectful, reflecting genuine warmth and caring and sensitivity. |
| **2a: Critical Attributes** | -Talk between stakeholders is disrespectful.  –Specialist does not respond to disrespectful behavior among students  -Specialist does not make general connections with stakeholders | -Talk between Specialist and stakeholders is somewhat disrespectful.  –Specialist occasionally responds to disrespectful behavior among students.  –Specialist occasionally makes general connections with stakeholders | -Talk between Specialist and stakeholders is uniformly respectful.  –Specialist responds to disrespectful behavior among students.  -Specialist makes general connections with individual stakeholders | -There is participation without fear of ridicule or put-downs from either the Specialist or participants.  –When necessary, stakeholders respectfully correct each other.  -Specialist demonstrates knowledge and caring about the students’ lives beyond school.  –Talk between Specialist and stakeholders is learning–focused and consistently respectful |
| **Evidence:**  Click here to enter text. | | | | |

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| **Domain 2 for the Vocational Coordinator: The Environment** | | | | | | | |
|  | **Unsatisfactory** | | **Needs Improvement** | | **Proficient** | **Excellent** | |
| **2b: Demonstrates Effective Organization of Time and Priorities** | Specialist exercises poor judgment in managing priorities, resulting in confusion, missed deadlines and conflicting schedules | | Specialist’s time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner. | | Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner. | Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner. | |
| **2b: Critical Attributes** | -Materials needed for completion of tasks are not readily available to the Specialist.  –There are no established procedures or routines  -Resources are not arranged to support the goals and learning activities.  –Available technology is not being used. –Specialist does not have an effective means for managing his/her caseload.  –specialist does not make scheduling changes | | -Routines functions inconsistently  -Some materials needed for completion of tasks are readily available to Specialist  –Resources are partially arranged to support the program goals and learning activities  -Specialist makes limited use of available technology  -Specialist develops means for managing his/her caseload.  –Specialist handles scheduling changes in an untimely manner. | | -Session routines function smoothly  -Most of the materials needed for completion of tasks are readily available to the Specialist  -Resources are arranged to support the goals and learning activities  -Specialist makes appropriate use of available technology  - Specialist develops means for managing his/her caseload effectively in response to student needs.  –Specialist handles scheduling changes effectively in a timely manner | Session routines function seamlessly with little to no intervention from the Specialist.  –All materials needed are readily available  -Specialist individualizes available technology (high and/or low) according to student need  -Specialist effectively adapts to additions, deletions, and changes to schedules | |
| **Evidence:**  Click here to enter text. | | | | | | | |
| **Domain 2 for the Vocational Coordinator: The Environment** | | | | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | | **Proficient** | | | **Excellent** |
| **2c: Establishes Standards of Conduct** | No standards of conduct have been established, and Specialist disregards or fails to address negative student behavior for the work/training setting. | Standards of conduct appear to have been established for the work/training setting. Specialist’s attempts to monitor and correct negative student behavior during session are partially successful. | | Standards of conduct have been established and are consistently maintained during the session. Specialist monitors student behavior against those standards: response to students is appropriate and respectful. | | | Standards of conduct have been established for the therapy setting. Specialist’s monitoring of students is subtle and preventative, and students engage in self-monitoring of behavior |
| **2c: Critical Attributes** | -No apparent standards of conduct are in place.  –Specialist does not monitor student behavior.  –Specialist response to misbehavior is ineffective. | -Standards of conduct are not evident.  –Student behavior is generally inappropriate.  –Specialist inconsistently monitors student behavior.  -Specialist response to misbehavior is inconsistent. | | -Standards of conduct are established.  -Student behavior is generally appropriate.  –Specialist frequently monitors student behavior.  –Specialist’s response to misbehavior is effective.  –Specialist acknowledges good behavior. | | | -Based on standards of established conduct, Students independently use appropriate social communication strategies in work setting.  –Student behavior is appropriate; any misbehavior is handled on an individualized behavior. |
| **Evidence:**  Click here to enter text. | | | | | | | |

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| **Domain 2 for the Vocational Coordinator: Planning and Preparation** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **2d: Establishes a Culture of Learning** | The program setting is characterized by a lack of Specialist or student commitment to learning. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm. | The program setting is characterized by little commitment to learning by Specialist or students. The Specialist conveys that student success is the result of natural ability rather than hard work. | The program setting is a place where learning is valued by all, with high expectations for both learning and hard work. Students understand their role as learners and consistently expend effort to learn. Supervisory interactions support learning and hard work. | The therapy culture is an enriching environment, characterized by a shared belief in the importance of learning. Specialist conveys high expectations for learning for all students and insists on hard work. Students take initiative with employment activities provided by the specialist. |
| **2d: Critical Attributes** | -Specialist conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.  –Specialist conveys to at least some participants that the work is too challenging for them.  –Participants exhibit little or no pride in their work. | -A Specialist’s energy for the work is neutral, neither indicating a high level of commitment nor ascribing to external forces to the need to do the work.  –Specialist conveys high expectations for only some participants,  -Participants exhibit a limited commitment to complete the work on their own; many indicate that they are looking for an “easy path”  -Specialist’s primary concern appears to be to complete the task at hand. | -Specialist communicates the importance of the content and the conviction that with hard work all can master the material.  –Specialist demonstrates a high regard for participants’ abilities.  –Specialist conveys an expectation of high levels of effort.  –Participants expend good effort to complete work of high quality | -Specialist communicates passion for the subject.  –Students assist their fellow employees in completing assigned tasks, when appropriate.  –Students take initiative in improving the quality of their work. |
| **Evidence:**  Click here to enter text. | | | | |

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| **Domain 2 for the Vocational Coordinator: Planning and Preparation** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **2e: Establishes Referral, Application, and Approval Procedures for STEP** | Specialist has no clear referral procedure. Teachers are unsure how to refer a student to STEP. The application and approval procedure for STEP as defined by DHS/DRS is not followed or communicated to teachers. The same forms are used each year regardless of changes to the program. | Specialist has a procedure for referral but the criteria are not always followed. Specialist develops forms that are needed for referrals, applications, and approval. Application and approval procedures are inconsistently followed. | Specialist has a procedure for referral that is clearly communicated to teachers. Forms are revised as needed. Procedures are followed consistently. The application and approval procedures as presented by DHS/DRS are followed. | Specialist evaluates and revises referral procedures yearly and makes changes as needed. Forms are revised to reflect changes in the program and process. Specialist collaborates with DHS/DRS to revise any procedures or forms for referral, application, and approval to STEP. |
| **2e: Critical Attributes** | -Specialist has no clear procedure for referrals to STEP.  –Teachers, parents and students are unaware of the criteria for approval to STEP.  –Specialist does not consistently follow the procedures for participation in STEP | -Specialist has a procedure for referrals, but does not follow it consistently.  –Specialist develops forms to meet only major changes.  –Procedures for referral, applications and approval exist but are inconsistently followed. | -Specialist had a clear procedure for referral, applications, and approval for STEP that is shared with teachers each year.  –Procedures are followed consistently.  –Procedures are evaluated yearly and changes are made as needed. | -Specialist evaluates procedures for referral , application, and approval yearly.  –Specialist collaborates with DHS/DRS STEP supervisors to revise any forms and procedures for referral, application, and approval. |
| **Evidence:**  Click here to enter text. | | | | |

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| **Domain 3 for the Vocational Coordinator: Delivery of Services** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **3a: Communicates with Students** | Specialist’s language leaves students confused. The purpose of the activity is unclear and directions and/or explanations are confusing. | Specialist’s attempt to explain the activity has limited success, and/or direction must be clarified. Specialist’s explanations do not invite the students to engage in the activity. Written and spoken communication t does not take into account the individualized level of communicative ability of all students. | The purpose of the activity is clearly communicated to students. Directions and procedures are clearly explained and may be modeled. Written and spoken communications are clear and concise. Individual communication abilities of all student are considered when providing communications. | Specialist links the purpose of the activity to the vocational or transition program. The delivery of information is clear and the specialist anticipates possible misunderstandings. Students indicate understanding of the activity by demonstrating practical application of the skill or strategy. |
| **3a. Critical Attributes** | -Specialist’s grammar is inappropriate when speaking or writing.    –Specialist’s vocabulary is inappropriate  -There is no opportunity for questions to be clarified.  -Student indicates confusion, physical discomfort or lack of understanding and the Specialist does not respond | -Specialist provides little elaboration or limited explanation of communication  –Specialist’s verbal or written communication is occasionally grammatically incorrect.  -Specialist’s explanation of tasks are purely procedural without indicating meaning for the student  -Specialist’s vocabulary is sometimes too advanced or too juvenile | -Specialist states clearly verbally or in writing what is being discussed or presented  -If appropriate, the specialist models the process to be followed in the task  -Stakeholders demonstrate the task indicating understanding  -Specialist describes specific strategies they might use, inviting the students to interpret the strategies in the context of what they are learning  -Specialist’s vocabulary and grammar are appropriate | -Students are able to explain what they are learning  -Specialist explains tasks clearly and imaginatively  -Specialist identifies possible areas for misunderstanding    -Students are able to apply skills and/or strategies to new materials, tasks or setting,  -Specialist adapts vocabulary and/or communication methods for individual student |
| **Evidence:**  Click here to enter text. | | | | |

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| **Domain 3 for the Vocational Coordinator: Delivery of Services** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **3b: Train and Supervise Job Coach and Administrative Assistant** | Specialist does nothing or little to train the job coach/administrative assistant. Specialist has a limited criteria for evaluating the job coach. Specialist has no suggestions for how to improve the job coach/administrative assistant’s performance. Administrative Assistant has a vague idea of job responsibilities | Specialist provides training only as a reaction to situations not as a proactive training for the job coach. Specialist has a generally accurate impression if a job coach/administrative assistant has met job responsibilities and to what extent. Specialist makes general suggestions about how to improve performance. | Specialist makes an accurate assessment of the job coach/administrative assistant’s effectiveness and the extent to which s/he achieved his/her outcomes and can cite general references to support the judgment. Specialist makes a few specific suggestions of what could be tried another time to improve skills. | Specialist makes a thoughtful and accurate assessment of the job coach/administrative assistant’s effectiveness and the extent to which s/he is achieving the outcomes, citing many specific examples from the evaluation and weighing the strengths of each. Drawing from an extensive repertoire of skills, the specialist offers specific alternative actions, complete with the probable success of different courses of action. Specialist encourages continued professional development. |
| **3b: Critical Attributes** | -Specialist provides no or limited training for job coach /administrative assistant.  -Specialist is vague about expected responsibilities and how to perform those responsibilities.  –Specialist seldom makes any suggestions on how to improve job performance | -Specialist provides some training, but not in an organized to proactive manner.  –Job Coach/Assistant is sometimes confused about the responsibilities of the job and how to fulfill those responsibilities. | Specialist uses an approved assessment to determining efficacy of job coach/ assistant’s responsibilities.  –Specialist offers formal and informal training for the job coach to improve completion of new responsibilities.  -Job coach/Administrative Assistant completes responsibilities with little need for training on current responsibilities | -Specialist performs ongoing training anticipating areas of difficulty.  –Job Coach/Administrative Assistant is encouraged to engage in professional development both formal and informal.  –Specialist is able to cite specific examples of job coach’s/administrative assistant’s strengths and areas needing improvement and specific alternate actions that would remediate the areas of need. |
| **Evidence:**  Click here to enter text. | | | | |

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| **Domain 3 for the Vocational Coordinator: Delivery of Services** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **3c: Promotes STEP and Develops Community Training Sites** | Specialist fails to contact employers to develop training and employment sites for students in STEP. Specialist fails to adhere to labor laws, and /or special education guidelines to develop STEP Training sites. | Specialist has a list of employers who will provide training for students, but does not try to expand the list. Specialist follows labor laws and special education guidelines to place students in STEP. | Specialist works to establish a good relationship with more employers to expand the employment options for STEP students. Specialist annually reviews labor laws and special education guidelines to appropriately locate employment and training sites for students. | Specialist establishes new placement sites yearly. Specialist always considers labor laws, DRS Guidelines, and special education guidelines in recruiting employment training sites. Placements consider student interests, post-secondary goals, and transportation needs in determining placements. |
| **3c: Critical Attributes** | -Specialist does not seek new employment and training sites.  -Student needs and interests are not considered in the placement decisions.  -Specialist is not familiar with the labor laws, DRS guidelines, and ODES guidelines. | -Specialist follows labor laws, DRS guidelines and special education guidelines.  –Specialist occasionally tries to increase the employment options for students. | -Specialist considers the student’s age, experience, interest and post-secondary goals in locating a training placement.  –Specialist evaluates students to determine any accommodations needed for student success at any site.  –Specialist provides for a job coach when needed  --Specialist establishes an employment network to include volunteer to paid experiences | -Specialist expands their employment network with a variety of employment and volunteer options  -Specialist uses creative solutions to overcoming obstacles for employment like limited transportation and developing customized positions never considered before. |
| **Evidence:**  Click here to enter text. | | | | |

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| **Domain 3 for the Vocational Coordinator: Delivery of Services** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **3d: Assesses Student Progress in STEP** | Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self or peer assessment., Specialist neglects to collect important information on which to base additional learning activities, | Students appear to be only partially aware of the assessment criteria, and Specialist monitors student learning. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general and few students assess their own work. Specialist collects some information on which to base additional learning activities. | Students appear to be aware of the assessment criteria, and Specialist monitors student learning. Questions and assessments are regularly used to diagnose evidence of learning. Feedback to students is accurate and specific; Some students engage in self-assessment. Specialist collects ongoing information on which to base additional learning activities. | Assessment is fully integrated into instruction, through extensive use of formative assessment. Student appears to be aware of and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of formsof feedback, from coordinator, employer, and peers, is accurate, specific, and advances learning. Students self-assess and monitor their own progress. Specialist successfully differentiates instruction to address individual student’s misunderstandings. Specialist is proactive in collecting important information on which to base additional learning activities, interviewing parents and teachers, if necessary. |
| **3d: Critical Attributes** | -Specialist gives no indication of what high quality work looks like  -Specialist makes no effort to make sure students understand criteria  -Specialist provides no feedback or feedback is general.  -Specialist does not ask students to evaluate their own work  -No data is collected | -There is little evidence that the student understands how their work will be evaluated  -Specialist monitors understanding through a single method or without eliciting evidence of understanding  -Feedback to students is vague and not oriented to future improvement of work  -Specialist makes only minor attempts to engage students in self-assessment  -Inconsistent data collection | -Specialist makes the standards of high quality work clear  -Specialist elicits evidence of understanding  -Students are invited to assess their own work and make improvements  -Feedback includes specific and timely guidance  -Consistent, relevant data collection | -Students indicate that they clearly understand the characteristics of high quality work  -Specialist is constantly monitoring student response to instruction by considering data related to individual goals and using strategies to elicit information about individual understanding  -Data collection from a variety of sources |
| **Evidence:**  Click here to enter text. | | | | |

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| **Domain 3 for the Vocational Coordinator: Delivery of Services** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **3e:**  **Demonstrating Flexibility and Responsiveness** | Specialist adheres to the plan or program in spite of evidence of its inadequacy. Specialist ignores student’s questions. | Specialist makes modest changes in the program when confronted with evidence of the need for change. | Specialist makes revisions in the program when they are needed | Specialist seizes an opportunity to enhance learning, building on a spontaneous event or student interests to address individual student misunderstandings. The specialist continually seeks ways to improve the program and makes revisions to the current and future activities, as needed in response to student, parent, or teacher input. |
| **3e: Critical Attributes** | -Specialist ignores indications of students’ lack of understanding.  –Specialist brushes aside student questions/employer concerns  -Specialist conveys to participants that the difficulty they are having is their fault.  –Despite evident participant confusion, Specialist makes no attempt to adjust the situation | -Specialist’s efforts to modify the instruction are only partially successful.  –Specialist makes minor attempts to incorporate student’s interests and questions into the instruction.  –Specialist conveys to participants a level of responsibility for their learning but also his/her uncertainty about how to assist them | -When improvising becomes necessary, Specialist makes adjustments to the lesson.  –Specialist incorporates students’ interests and questions into the sessions.  –Specialist conveys to students that s/he has other approaches to try when they experience difficulty | -Specialist’s adjustments to the situation, when needed, are designed to assist individuals.  –Specialist seizes a teachable moment to enhance the learning situation  -Specialist conveys to students that mastery of a skill is expected (even if not in the scope of a single lesson). |
| Evidence:  Click here to enter text. | | | | |

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| **Domain 4 for the Vocational Coordinator: Professional Responsibility** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **4a:**  **Reflecting on Practice** | Vocational Coordinator does not reflect on practice or the reflections are inaccurate or self-serving. | Vocational Coordinator’s reflection on practice is moderately accurate and objective without citing specific examples, and with only generic suggestions as to how it might be improved. | Vocational Coordinator’s reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics; Vocational Coordinator makes some specific suggestions as to how his or her performance might be improved. | Vocational Coordinator’s reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students; Vocational Coordinator draws on an extensive repertoire to suggest alternative strategies. |
| **4a: Critical Attributes** | - Does not assess the effectiveness of professional practice  - Unable to communicate personal strengths and weaknesses or ways that professional practice can be improved | - Inconsistently assesses the effectiveness of professional practice  - Ineffectively communicates personal strengths and weaknesses or ways that professional practice can be improved | - Accurately assesses the effectiveness of professional practice  - Able to effectively communicate personal strengths and weaknesses, as well as ways that professional practice can be improved | - Regularly and accurately assesses the effectiveness of professional practice  - Engages in dialogue with administration and/or colleagues about personal strengths and weaknesses, as well as ways that professional practice can be improved |
| **Evidence:**  Click here to enter text. | | | | |

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| **Domain 4 for the Vocational Coordinator: Professional Responsibilities** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **4b:**  **Maintaining Accurate Records** | Vocational Coordinator does not have a system for monitoring deadlines; many evaluations are not completed by the deadline. | Vocational Coordinator has a rudimentary system for monitoring deadlines and completes most evaluations and reevaluations before the deadline. | Vocational Coordinator has developed an effective system for ensuring the completion of all evaluations and reevaluations on or before the deadline. | Vocational Coordinator has developed an effective system for ensuring the timely completion of all evaluations and reevaluations and proactively communicates timelines to case managers and related service personnel. |
| **4b: Critical Attributes** | - Records are inaccurate and/or unavailable  - Does not follow procedures for obtaining and maintaining records  -Does not attend trainings/in-services provided by the district about updates to district/legal mandates  -No data management system | - Records are somewhat accurate and inconsistently accessible  - Inconsistently follows procedures for obtaining and maintaining records  - Sporadically attends trainings/in-services provided by the district about updates to district/legal mandates  -Inconsistent data management system | - Records are accurate and accessible when needed  - Follows correct procedures for obtaining and maintaining records  - Attends trainings/in-services provided by the district about updates to district/legal mandates  - Utilizes an effective data management system and can readily access data | - Records are always accurate and accessible when needed  - Follows correct procedures for obtaining and maintaining records  - Regularly attends trainings/in-services about updates to district/legal mandates and disseminates this information to colleagues  -Can produce and explain his/her data |
| **Evidence:**  Click here to enter text. | | | | |

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| **Domain 4 for the Vocational Coordinator: Professional Development** | | | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | | **Excellent** | |
| **4c: Collaborating with Stakeholders** | Vocational Coordinator does not respond to staff and parent requests for information. Vocational Coordinator’s communication about students’ progress is minimal. | Vocational Coordinator makes sporadic attempts at communication with staff and parents about the program and the progress of the individual. Communication that takes place may not be culturally sensitive. | Vocational Coordinator initiates contact with teachers and administrators to confer regarding student needs; Vocational Coordinator responds promptly and appropriately to parent inquiries and communicates in a culturally sensitive way. | | Vocational Coordinator proactively seeks out teachers and administrators to confer regarding student needs, and initiates contact with parents and appropriate community supports. Vocational Coordinator responds to family concerns with professional and cultural sensitivity. | |
| **4c: Critical Attributes** | - Little or no information regarding students or the services that are provided are available to parents, staff, and/or community agencies  - Does not respond to communication requests made by students, parents, staff, and/or community agencies  - Communication during meetings or consultation is ineffective or disrespectful  - Does not advocate for the best interests of the student | - Some information regarding students or the services that are provided are articulated to parents, staff, and/or community agencies  - Slow to respond to communication requests made by students, parents, staff, and/or community agencies  - Communication during meetings or consultation can be ineffective  - Inconsistently advocates for the best interests of the student | - Information regarding students and the services that are provided are regularly articulated to parents, staff, and/or community agencies  - Knowledgeable about the services of community agencies and makes attempts to involve and communicate student progress with them  - Responds to communication requests made by students, parents, staff, and/or community agencies in a timely fashion  - Communication during meetings or consultation is effective and meaningful  - Advocates for the best interests of the student | | - Information regarding students and the services that are provided are initiated by the Vocational Coordinator and well-articulated to parents, staff, and/or community agencies  -Highly knowledgeable about the services of community agencies and makes multiple attempts to involve and communicate student progress with them  - Initiates communication and responds to requests made by students, parents, staff, and/or community agencies  - Facilitates effective communication during meetings or consultation  - Always advocates for the best interests of the student | |
| **Evidence:**  Click here to enter text. | | | | | | |
| **Domain 4 for the Vocational Coordinator: Professional Responsibilities** | | | | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | | **Proficient** | | **Excellent** | |
| **4d:**  **Participating in a Professional Community** | Vocational Coordinator does not consistently attend required cooperative meetings. Vocational Coordinator’s relationships with colleagues are negative or unprofessional. | Vocational Coordinator inconsistently attends required cooperative meetings, is often late, or does not contribute to the meeting. Vocational Coordinator’s relationships with colleagues are cordial. | | Vocational Coordinator attends required school and required district meetings, is punctual, and actively participates. The Vocational Coordinator maintains positive and productive relationships with colleagues. | | Vocational Coordinator makes a substantial contribution to school and district meetings, participates on district-level committees, and assumes a leadership role with colleagues. | |
| **4d: Critical Attributes** | - Aversive to feedback from colleagues and administration  - Does not participate in professional collaboration  - Does not attend department meetings | - Inconsistently accepts feedback from colleagues and administration  - Participates in professional collaboration, but does not contribute  - Inconsistently attends and rarely participates in department meetings | | - Accepts feedback from colleagues and administration in order to improve practice  - Regularly participates in professional collaboration and makes contributions  - Consistently attends and participates in department meetings  - Provides in-services or presentations to team- Participates on and contributes to building-level committees as requested | | - Solicits feedback from colleagues and administration in order to improve practice  - Assumes a leadership role in professional collaboration  - Consistently attends and provides expertise to department meetings  - Provides in-services or presentations to staff, parents, department, colleagues, or other professionals outside of the district  - Participates on and contributes to district-level committees | |
| **Evidence:**  Click here to enter text. | | | | | | | |

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| **Domain 4 for the Vocational Coordinator: Professional Responsibilities** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **4e:**  **Growing and Developing Professionally** | Vocational Coordinator does not participate in professional development activities, even when such activities are recommended by supervisor(s) for the development of skills. | Vocational Coordinator’s participation in professional development activities is limited to those that are convenient or are required. | Vocational Coordinator seeks out opportunities for professional development based on an individual assessment of needs. | Vocational Coordinator provides a leadership role in seeking out professional development opportunities for increasing knowledge of best practices and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. |
| **4e: Critical Attributes** | - Does not seek opportunities for continued professional development  -Does not participate in any activity that might enhance knowledge or skill.  - Purposefully resists discussing performance with supervisors or colleagues.  - Makes no effort to participate in professional organizations. | - Rarely seeks opportunities for continued professional development  - Participates in professional development when they are required.  - Reluctantly accepts feedback from supervisors and colleagues.  - Rarely participates in professional organizations. | - Seeks opportunities for continued professional development  - Seeks regular opportunities for professional development.  - Welcomes colleagues and supervisors into the worksite/workspace for the purposes of gaining insight from their feedback.  - Actively participates in organizations designed to contribute to the profession. | - Seeks opportunities for continued professional development  - Seeks regular opportunities for continued professional development, including initiating action research.  - Actively seeks feedback from supervisors and colleagues.  - Takes an active leadership role in professional organizations in order to contribute to the profession. |
| **Evidence:**  Click here to enter text. | | | | |

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| **Domain 4 for the Vocational Coordinator: Professional Responsibilities** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **4f:**  **Showing Professionalism** | Vocational Coordinator displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality. | Vocational Coordinator is honest in interactions with colleagues, students, and the public; plays a moderate advocacy role for students; and does not violate norms of confidentiality. | Vocational Coordinator displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed. | Vocational Coordinator can be counted on to uphold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues in advocating for students learning needs. |
| **4f: Critical Attributes** | - Dishonest  - Does not notice the needs of students  - Engages in practices that are self-serving  - Willfully rejects district regulations  - Is not aware of CEC’s *Principles for Professional Ethics*  -Attendance is rare | - Consistently honest  - Notices the needs of students, but is inconsistent in addressing them  - Does not notice that practices are ineffective or that they result in poor outcomes for students  - Complies with Cooperative regulations  - Inconsistently adheres to CEC’s *Principles for Professional Ethics*  -Attendance is inconsistent | - Consistently honest and known for having high standards of integrity  - Actively addresses student needs  - Actively works to provide opportunities for student success within the psychological practice  - Complies with district regulations  - Adheres to CEC’s *Principles for Professional Ethics*  -Attendance is regular; Attends most assigned days | - Considered a leader in terms of honesty, integrity, and confidentiality  - Proactively addresses student needs  - Makes a concerted effort to ensure opportunities are available for student success within the psychological practice  - Takes a leadership role regarding district regulations  - Always adheres to CEC’s *Principles for Professional Ethics*  -Attendance is consistent or perfect; Attends all or almost all days of work |
| **Evidence:**  Click here to enter text. | | | | |