

DOMAIN 1

Domain 1: Learning Specialists: PLANNING AND PREPARATION

COMPONENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
1a: Demonstrating Knowledge of Content, Pedagogy, and Teaching Techniques for Students with Disabilities	The Learning Specialist's plans and practice reflect little knowledge of the content and the instructional practices which would result in student academic, behavioral, and/or functional performance.	The Learning Specialist's plans and practice reflect some knowledge of the content and the instructional practices which would result in student academic, behavioral and/or functional performance.	The Learning Specialist's plans and practice demonstrate solid knowledge of the content and the instructional practices which would result in student academic, behavioral and/or functional performance.	The Learning Specialist's plans and practice demonstrate extensive knowledge of the content and the instructional practices which would result in student academic, behavioral and/or functional performance.
	The Learning Specialist does not use evidence-based practices to meet the educational needs of students.	The Learning Specialist makes limited use of evidence-based practices to meet the educational needs of students.	The Learning Specialist uses evidence-based practices to meet the educational needs of students.	The Learning Specialist consistently uses evidence-based practices to meet the educational needs of students.
1b: Demonstrating Knowledge of Students	The Learning Specialist demonstrates little or not understanding of how students learn.	The Learning Specialist indicates the importance of understanding how students learn.	The Learning Specialist understands the active nature of student learning and attains information about levels of development for individual students.	The Learning Specialist understands the active nature of student learning and purposefully seeks information about individual students' levels of development.
	The Learning Specialist does not indicate the importance of understanding students' strengths, backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	The Learning Specialist actively seeks knowledge of students' strengths, backgrounds, cultures, skills, language proficiency interests, and special needs, and incorporates this knowledge to meet the individual student needs.	The Learning Specialist purposefully seeks knowledge of students' strengths, backgrounds, cultures, sills, language proficiency, interests, and special needs from a variety of sources, and incorporates this knowledge in order to meet individual student needs.	The Learning Specialist continuously seeks knowledge of students' strengths, backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and incorporates this knowledge in order to enhance and extend student learning.

DOMAIN 1

Domain 1: Learning Specialists: PLANNING AND PREPARATION (continued)

COMPONENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
1c: Setting Appropriate Instructional Outcomes	<p>Instructional outcomes are unsuitable for students, representing minimal or low-level learning.</p> <p>Outcomes are stated only as activities without correlation to the established goals of the curriculum.</p> <p>Outcomes do not permit appropriate methods of assessment designed to measure student performance.</p> <p>Instructional outcomes are not aligned with IFSP/IEP goals.</p>	<p>Instructional outcomes are of moderate rigor and are suitable for some students, but do not incorporate the needs of all students involved in the instruction.</p> <p>Some of the outcomes are clear and some outcomes permit viable methods of assessment.</p> <p>Most outcomes align with students' annual IFSP/IEP goals and with the age or developmentally appropriate curriculum.</p>	<p>Instructional outcomes reflect high levels of student learning and program curriculum standards.</p> <p>Outcomes are clear and can be assessed with fidelity.</p> <p>Outcomes are differentiated to align with each student's annual IFSP/IEP goals and with age or developmentally appropriate curriculum.</p>	<p>Instructional outcomes represent rigorous and important learning and program curriculum standards.</p> <p>Outcomes are clear and can be assessed with fidelity.</p> <p>Outcomes are differentiated to meet the requirements of student's IFSP/IEPs and align with the</p>
1d: Demonstrating Knowledge of Resources	<p>The Learning Specialist demonstrates little or no familiarity with resources to use in teaching or to expand his or her own skill.</p> <p>The Learning Specialist does not seek such knowledge.</p>	<p>The Learning Specialist demonstrates some familiarity with resources available through the school/district/community to use in teaching or to develop his or her own skills.</p> <p>The Learning Specialist does not seek to extend such knowledge.</p>	<p>The Learning Specialist is fully aware of the resources available through the school/district/community to use in teaching, for the expansion of his or her own knowledge and for students.</p>	<p>The Learning Specialist seeks out resources in and beyond the school/district/community in professional organizations and universities, and on the Internet to use in teaching, for the expansion of his or her own knowledge, and for students.</p>

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Domain 1: Learning Specialists: PLANNING AND PREPARATION (continued)

COMPONENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
1e: Designing Coherent Instruction	<p>The series of instructional strategies and learning activities is poorly aligned with the learning outcomes and does not represent a coherent structure.</p> <p>The learning activities are suitable for only some students.</p>	<p>The series of instructional strategies and learning activities demonstrates partial alignment with learning outcomes, some of which are likely to engage students in the intended learning.</p> <p>The lesson or unit has a recognizable structure and reflects partial knowledge of students' educational needs.</p>	<p>The Learning Specialist coordinates knowledge of content, students, and resources to design a series of instructional strategies and learning activities aligned to educational outcomes.</p> <p>The learning activities are differentiated where appropriate to make them suitable for all students.</p> <p>The lesson or unit has a clear structure and is likely to engage students in the intended outcomes as delineated from the program curriculum standards and the IFSPs/IEPs of the students.</p>	<p>The Learning Specialist consistently coordinates knowledge of content, students, and resources to design a series of instructional strategies and learning activities that are aligned to educational outcomes.</p> <p>The learning activities are differentiated where appropriate to make them suitable for all students; the learning activities are likely to engage all students in meeting the instructional outcomes delineated in the program curriculum standards and the students' IFSPs/IEPs.</p> <p>The lesson or unit's structure is clear and allows for different production options as needed based on student needs.</p>

DOMAIN 1

Domain 1: Learning Specialists: PLANNING AND PREPARATION (continued)

COMPONENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
1f: Designing Student Assessments	<p>The Learning Specialist's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students.</p> <p>The results of assessment have minimal impact on the design of future instruction.</p>	<p>The Learning Specialist's plan for student assessment is partially aligned with the instructional outcomes. Assessment criteria and standards have been developed, but they are not clear.</p> <p>The Learning Specialist intends to use assessment results to plan for instruction for groups of students.</p>	<p>The Learning Specialist's plan for student assessment is aligned with the instructional outcomes, is based on clear criteria and standards, and is appropriate for the educational needs of students.</p> <p>The Learning Specialist uses assessment results to plan for future instruction for individual students.</p>	<p>The Learning Specialist's plan for student assessment is fully aligned with the instructional outcomes, has clear criteria and standards that show evidence of student contribution to their development.</p> <p>Assessment methodologies have been adapted to students' individual needs as delineated within the IFSPs/IEPs. The Learning Specialist uses assessment results to plan future instruction.</p>
1g: Using Support Personnel	<p>The Learning Specialist provides inadequate direction or assistance to assigned support personnel.</p> <p>The Learning Specialist usually does not monitor the staff activities or their effectiveness in delivering instruction.</p>	<p>The Learning Specialist develops student plans for staff to deliver, though activities may not always be appropriate or clear in guiding instruction or services.</p> <p>The Learning Specialist delegates duties assigned support personnel without ensuring the skill of the staff to implement the task.</p> <p>The Learning Specialist occasionally monitors for effectiveness of staff delivery. Consultation is minimal.</p>	<p>The Learning Specialist develops clear and detailed student plans that are effective in guiding instruction or services.</p> <p>Support personnel are monitored with direction and training provided as needed.</p> <p>Consultation is appropriate and timely.</p>	<p>The Learning Specialist creates plans that are extremely effective in guiding instruction.</p> <p>The effectiveness of support personnel is closely monitored with direction and training provided as needed.</p> <p>Consultation is thorough.</p> <p>The Learning Specialist functions as a mentor to others wishing to improve their skills.</p>

DOMAIN 2

Domain 2: Learning Specialists: The Classroom Environment

COMPONENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
2a: Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, lack of personal boundaries, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences.	Classroom interactions, both between teacher and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultural and developmental differences. Students themselves ensure high levels of civility among members of the class.
2b: Establishing a Culture for Learning	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to instruction, low expectations for student achievement, and little or not student pride in work.	The classroom environment reflects an effort to create a culture for learning, characterized by some teacher commitment to instruction, modest expectations for student achievement, and little student pride in work. Both the Learning Specialist and students appear to be only "going through the motions."	The classroom environment is characterized by high expectations for all students and genuine commitment to learning by both Learning Specialist and students, with students demonstrating pride in their work.	The classroom environment is characterized by high levels of student engagement, and the Learning Specialist's passion for learning creates a culture in which everyone shares a belief in the importance of learning. All students hold themselves to high standards of performance by initiating improvements to their work.

DOMAIN 2

Domain 2: Learning Specialists: The Classroom Environment (continued)

COMPONENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
2c: Managing Classroom Procedures	<p>Much instructional time is lost because of inefficient procedures for transitions and handling of materials.</p> <p>Classroom routines are confused or chaotic.</p> <p>Students are given no instruction to increase levels of independence.</p>	<p>Some instructional time is lost due to inefficient procedures for transitions and handling of materials.</p> <p>Classroom routines function unevenly.</p> <p>Students are given some instruction to increase levels of independence.</p>	<p>Little instructional time is lost as a result of procedures for transitions and handling of materials.</p> <p>Classroom routines function smoothly.</p> <p>Students are provided with instruction to increase levels of independence.</p>	<p>Students contribute to the operation of classroom routines and procedures for transitions and handling of materials.</p> <p>Students are encouraged to be independent in the management of classroom procedures.</p>
2d: Managing Student Behavior	<p>There is no evidence that standards of conduct have been established, and little or no Learning Specialist monitoring of student behavior has been provided.</p> <p>Response to student behavior is repressive, disrespectful of student dignity, or does not follow program guidelines.</p>	<p>Standards of conduct appear to have been established, and most students seem to understand them. The Learning Specialist is generally aware of student behavior but may miss the activities of some students.</p> <p>The Learning Specialist attempts to respond to student behavior but with uneven results, and occasionally follow program guidelines.</p>	<p>Standards of conduct are clear to students, and the Learning Specialist monitors student behavior at all times.</p> <p>The Learning Specialist's response to student behavior is appropriate and planful, while respecting the students' dignity, and following program guidelines.</p>	<p>Standards of conduct are clear with evidence of student participation in setting them.</p> <p>The Learning Specialist's monitoring of student behavior is positive, subtle, and preventative.</p> <p>The Learning Specialist's response to student behavior is highly effective, sensitive to students' individual needs, and consistently follows program guidelines.</p>

DOMAIN 2

Domain 2: Learning Specialists: The Classroom Environment *(continued)*

COMPONENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
2e: Organizing Physical Space	<p>The physical environment is disorganized, unsafe, or some students don't have access to learning.</p> <p>There is poor alignment between the physical arrangement and the lesson activities.</p>	<p>The physical environment is fairly organized, safe and inviting, and essential learning is accessible to most students.</p> <p>The Learning Specialist's use of physical resources, including technology, is moderately effective.</p> <p>The Learning Specialist may attempt to modify the physical arrangement to accommodate the special needs of the students, with partial success.</p>	<p>The physical environment is well organized, safe and inviting, and learning is accessible to all students.</p> <p>The Learning Specialist ensures that the physical arrangement is appropriate for the learning activities and accommodates for the special needs of the students.</p> <p>The Learning Specialist makes effective use of physical resources. Technology is used in an instructionally relevant manner, as appropriate to the lesson.</p>	<p>The physical environment is safe and inviting, and ensures the learning of all students, including those with particular learning issues that may be impacted by environmental components.</p> <p>Technology is used in an instructionally relevant manner, as appropriate to the lesson.</p>

DOMAIN 3

Domain 3: Learning Specialists: Instruction

COMPONENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
<p>3a: Communicating with Students</p>	<p>Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students.</p> <p>The Learning Specialist's use of language contains errors or is inappropriate for students' age, cultures, communication mode, and/or functional level in consideration of the students' disabilities.</p>	<p>Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion on the part of students.</p> <p>The Learning Specialist's use of language is correct, but may not be completely appropriate for students' age, cultures, communication modes, and/or functional level, in consideration of the students' disabilities.</p>	<p>Expectations for learning, directions and procedures, and explanations of content are clear to students.</p> <p>The Learning Specialist's use of language is correct and appropriate for students' age, cultures, communication modes, and functional levels, in consideration of the students' disabilities.</p>	<p>Expectations for learning, directions and procedures, and explanations of content are clear and demonstrate that the teacher anticipates possible student misconceptions.</p> <p>The Learning Specialist's language is clear, expressive, and appropriate to students' age, cultures, communication modes, and functional levels in consideration of the students' disabilities.</p>
<p>3b: Using Questioning and Discussion Techniques</p>	<p>The Learning Specialist's questions are not appropriate to the outcomes of the lesson or the students' IFSP/IEP goals. The Learning Specialist does not provide adequate time for students to respond.</p> <p>Interaction between the Learning Specialist and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.</p>	<p>Some of the Learning Specialist's questions are appropriate to the outcomes of the lesson or the IFSP/IEP goals. The Learning Specialist provides adequate time for students to respond some of the time.</p> <p>The Learning Specialist makes some attempt to engage students appropriately in discussion, with uneven results.</p>	<p>Most of the Learning Specialist's questions are appropriate to the outcomes of the lesson or the IFSP/IEP goals. Adequate time is provided for students to respond.</p> <p>The Learning Specialist successfully engages most students appropriately in discussions.</p> <p>The Learning Specialist facilitates discussion among students.</p>	<p>All of the Learning Specialist's questions are appropriate to the outcomes of the lesson or the IFSP/IEP goals. Adequate time is provided for students to respond.</p> <p>The Learning Specialist successfully engages all students appropriately in discussions.</p> <p>The Learning Specialist facilitates discussion among students.</p>

DOMAIN 3

Domain 3: Learning Specialists: Instruction (continued)

COMPONENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
3c: Engaging Students in Learning	<p>Strategies, activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' age, cultures or levels of understanding, resulting in little intellectual engagement.</p> <p>The lesson has no structure or is poorly paced.</p> <p>Few students are engaged in challenging work.</p>	<p>Strategies, activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' age, cultures or levels of understanding, resulting in some intellectual engagement.</p> <p>The lesson has a recognizable structure but is not fully maintained with some adequate pacing.</p> <p>Some students are engaged in challenging work.</p>	<p>Strategies, activities and assignments, materials, and groupings of students are appropriate for the instructional outcomes and students' age, cultures and levels of understanding, resulting in moderate levels of intellectual engagement.</p> <p>The lesson's structure is coherent with appropriate pace.</p> <p>Most students are engaged in challenging work.</p>	<p>Strategies, activities and assignments, materials, and groupings of students are highly appropriate for the instructional outcomes and students' age, cultures and levels of understanding, resulting in intellectual engagement.</p> <p>The lesson's structure is coherent with appropriate pace.</p> <p>All students are highly engaged in significant learning and make material contributions to the activities throughout the lesson.</p>
3d: Using Assessment in Instruction	<p>Assessment is not used in instruction.</p> <p>The Learning Specialist does not monitor the progress of individual students.</p> <p>The Learning Specialist provides no effective feedback to students.</p>	<p>Assessment is occasionally used in instruction.</p> <p>The Learning Specialist monitors the progress of individuals occasionally.</p> <p>Feedback to students is uneven.</p>	<p>Assessment is regularly used in instruction.</p> <p>The Learning Specialist monitors the progress of individuals and groups of students.</p> <p>The Learning Specialist's feedback to students is timely, descriptive, and promotes learning.</p>	<p>Assessment is fully integrated into instruction.</p> <p>The Learning Specialist actively and systematically elicits diagnostic information and monitors the progress of individual students.</p> <p>The Learning Specialist's feedback to students is timely, descriptive, and promotes learning.</p>

DOMAIN 3

Domain 3: Learning Specialists: Instruction (continued)

COMPONENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
3e: Demonstrating Flexibility and Responsiveness	<p>The Learning Specialist adheres to the instructional plan, even when a change would improve the lesson or address students' lack of interest or motivational level.</p> <p>The Learning Specialist does not accept responsibility for student success and has no strategies to draw upon when flexibility of instruction is necessary.</p>	<p>The Learning Specialist attempts to modify the lesson when needed and is responsive to student questions, with moderate success.</p> <p>The Learning Specialist accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon when flexibility of instruction is necessary.</p>	<p>The Learning Specialist promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</p> <p>The Learning Specialist accepts responsibility for student success and uses a variety of instructional strategies when flexibility of instruction is necessary.</p>	<p>The Learning Specialist seizes an opportunity to enhance learning, building on a spontaneous event or student interests.</p> <p>The Learning Specialist ensures the success of all students, using an extensive repertoire of instructional strategies.</p>

DOMAIN 4

Domain 4: Learning Specialists: Professional Responsibilities

COMPONENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
4a: Reflecting on Teaching	The Learning Specialist does not accurately assess the effectiveness of the lesson, and has no ideas about how the lesson could be improved.	The Learning Specialist provides a partially accurate and objective description of the lesson, but does not cite specific evidence. The Learning Specialist makes only general suggestions as to how the lesson might be improved.	<p>The Learning Specialist provides an accurate and objective description of the lesson, citing specific evidence.</p> <p>The Learning Specialist objectively reviews the lessons describing strengths and areas for improvement.</p>	<p>The Learning Specialist's reflection on the lesson is thoughtful and accurate, citing specific evidence.</p> <p>The Learning Specialist draws on extensive repertoire to suggest alternative strategies and predicts the likely success of each instructional outcome.</p>
4b: Maintaining Accurate Records	The Learning Specialist's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and unsupported outcomes in IFSP/IEP records and management.	The Learning Specialist's systems for maintaining both instructional and non-instructional records are rudimentary and data collection is partially effective, impacting the accuracy of the IFSP/IEP records and management.	<p>The Learning Specialist's systems for maintaining both instructional and non-instructional records are accurate, aligned to identified objectives, and effective in monitoring student performance.</p> <p>The IFSP/IEP records are in complete compliance with district, state, and federal requirement and guidelines.</p>	<p>The Learning Specialist's systems for maintaining both instructional and non-instructional records are accurate, aligned to identified objectives, and effective in monitoring student performance.</p> <p>The IFSP/IEP records are in complete compliance with district, state, and federal requirements and guidelines.</p> <p>Students are encouraged to contribute to data collection in measuring their educational performance.</p>

DOMAIN 4

Domain 4: Learning Specialists: Professional Responsibilities (continued)

COMPONENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
4c: Communicating and Collaborating with Stakeholders (Teachers, Related Services Staff, Educational Assistants, Administrators, and Families)	<p>The Learning Specialist's communication with all relevant stakeholders about the instructional program or about individual students is sporadic or culturally inappropriate.</p> <p>The Learning Specialist makes no attempt to engage stakeholders in the instructional program.</p>	<p>The Learning Specialist adheres to school procedures for communicating with stakeholders about the program or the progress of individual students.</p> <p>Communications are one-way and not always appropriate to the cultural norms of the stakeholders.</p> <p>The Learning Specialist makes some effort to engage stakeholders in the instructional program.</p>	<p>The Learning Specialist's communication with stakeholders is accurate and conveys relevant information about the instructional program and student progress.</p> <p>Information to stakeholders is conveyed in a culturally appropriate manner.</p> <p>The Learning Specialist successfully engages stakeholders in determining student learning needs, discussing the instructional program and student progress, and planning for the future.</p>	<p>The Learning Specialist's communication with stakeholders is highly accurate and conveys relevant information regarding student programming.</p> <p>Response to stakeholders' concerns is handled with professionalism and cultural sensitivity.</p> <p>The Learning Specialist is highly successful in collaborating with stakeholders in determining student learning needs, discussing the instructional program and student progress, and planning for the future.</p>

DOMAIN 4

Domain 4: Learning Specialists: Professional Responsibilities (continued)

COMPONENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
4d: Participating in a Professional Community	<p>The Learning Specialist's relationships with colleagues are negative or not collaborative.</p> <p>The Learning Specialist does not participate in a culture of inquiry, resisting opportunities to become involved.</p>	<p>The Learning Specialist maintains cordial relationships with colleagues to fulfill duties that the program, school, or district requires.</p> <p>The Learning Specialist becomes involved in the program's culture of inquiry when invited to do so.</p>	<p>Relationships with colleagues are characterized by mutual support, respect, and cooperation.</p> <p>The Learning Specialist actively participates in a culture of professional inquiry.</p>	<p>Relationships with colleagues are characterized by mutual support, respect, and cooperation.</p> <p>The Learning Specialist takes initiative in assuming a leadership role in at least one aspect of program or district life.</p>
4e: Growing and Developing Professionally	<p>The Learning Specialist does not participate in professional development activities and makes no effort to share knowledge with colleagues.</p> <p>The Learning Specialist does not incorporate feedback from supervisors or colleagues.</p>	<p>The Learning Specialist participates in professional development activities that are convenient or are required, and makes limited contributions to the profession.</p> <p>The Learning Specialist inconsistently incorporates feedback from supervisors and colleagues.</p>	<p>The Learning Specialist seeks out opportunities for professional development based on program need or individual assessment of need and/or the needs of the students assigned to his/her caseload.</p> <p>The Learning Specialist actively shares expertise with others.</p> <p>The Learning Specialist is receptive to and consistently incorporates feedback from supervisors and colleagues.</p>	<p>The Learning Specialist actively pursues professional development opportunities and initiates activities to contribute to the profession.</p> <p>The Learning Specialist seeks feedback from supervisors and colleagues and uses the feedback to grow professionally.</p>

DOMAIN 4

Domain 4: Learning Specialists: Professional Responsibilities (continued)

COMPONENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
4f: Showing Professionalism	<p>The Learning Specialist has little sense of ethics and professionalism and contributes to practices that are not collaborative or harmful to students.</p> <p>The Learning Specialist fails to comply with school, district, state, and federal regulations and timelines, providing an insufficient level of service in service coordination/case management responsibilities.</p>	<p>The Learning Specialist is collaborative, honest and well intentioned in serving students and contributing to decisions in the program/school.</p> <p>The Learning Specialist complies minimally with school, district, state, and federal regulations and timelines, providing a minimal level of service in service/coordination case management responsibilities.</p>	<p>The Learning Specialist displays a high level of ethical practice and professionalism in dealings with students, colleagues, and stakeholders.</p> <p>The Learning Specialist complies fully and voluntarily with school, district, state, and federal regulations and timelines.</p> <p>In providing special education services, the Learning Specialist efficiently fulfills service coordination/case management responsibilities.</p>	<p>The Learning Specialist is proactive and assumes a leadership role in making sure that instructional practices and procedures ensure that all students, particularly those with special needs or students at risk are appropriately supported so that they have a reasonable opportunity to be active members of their school community.</p> <p>The Learning Specialist displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school, district, state, and federal regulations.</p> <p>The Learning Specialist comprehensively fulfills service/coordination/case management responsibilities.</p>

DOMAIN 4

Domain 4: Learning Specialists: Professional Responsibilities (continued)

COMPONENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
4g: Organizing Time Effectively	<p>The Learning Specialist lacks adequate time-management skills, resulting in confusion, missed deadlines and conflicting schedules.</p> <p>Priorities are not in alignment with program priorities.</p>	<p>The Learning Specialist's time management skills are moderately well developed.</p> <p>Essential activities are carried out, but not always in the most efficient manner.</p>	<p>The Learning Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in a timely and efficient manner.</p> <p>The Learning Specialist clearly communicates his or her schedule to team members.</p>	<p>The Learning Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner.</p> <p>The Learning Specialist clearly and consistently communicates his or her schedule to team members.</p>