

Evaluation Rubric

Instructional Specialist

1: Domain 1: Planning and Preparation

1a: Demonstrating knowledge of current requirements for transition under IDEA and IL School Code

Excellent	Proficient	Needs Improvement	Unsatisfactory
Transition specialist's knowledge of federal and state transition requirements is comprehensive; specialist assists districts in meeting all transition indicators and is regarded as an expert by colleagues.	Transition specialist demonstrates thorough knowledge of transition requirements and assists districts in meeting transition indicators	Transition specialist demonstrates basic familiarity with transition requirements and assists districts in meeting some of the indicators	Transition specialist demonstrates little or no familiarity with transition requirements.

1b: Collaborates with stakeholders to develop and implement individualized transition plans

Excellent	Proficient	Needs Improvement	Unsatisfactory
Transition specialist consistently seeks input from school personnel, parents, and outside agencies when developing and implementing individualized transition plans.	Transition specialist seeks input from school personnel, parents, and outside agencies when developing and implementing individualized transition plans.	Transition specialist rarely seeks input from school personnel, parents, and outside agencies when developing and implementing individualized transition plans.	Transition specialist does not develop and implement individualized transition plans with additional input.

1c: Establishing goals for the transition program and effectively manages the STEP grant

Excellent	Proficient	Needs Improvement	Unsatisfactory
Transition specialist's goals for the transition program are ambitious and have been developed following consultations with administrators and colleagues; all associated STEP paperwork is completed accurately in a timely manner.	Transition specialist's goals for the transition program are appropriate and have been developed following consultations with administrators and colleagues; associated STEP paperwork is completed accurately in a timely manner.	Transition specialist's goals for the transition program are not appropriate or have been developed without consultations with administrators and colleagues; associated STEP paperwork is inaccurate and/or not submitted on time.	Transition specialist has no clear goals for the transition program and/or associated STEP paperwork is incomplete

1d: Demonstrating knowledge of transition resources, both within and beyond the school and district

Excellent	Proficient	Needs Improvement	Unsatisfactory
Transition specialist actively seeks out new resources from a wide range of sources and consistently develops strong relationships with agencies, colleges, vocational programs, DRS, DHS, etc. that support students.	Transition specialist seeks out new resources from a variety of sources and develops working relationships with agencies, colleges, vocational programs, DRS, DHS, etc. that support students.	Transition specialist fails to regularly find new resources and/or to develop relationships with agencies, colleges, vocational programs, DRS, DHS, etc.	Transition specialist demonstrates little or no knowledge of available resources and/or does not work to develop relationships with outside agencies.

1e: Direct the work of the local Transition Planning Committee

Excellent	Proficient	Needs Improvement	Unsatisfactory
Transition specialist takes the initiative to plan and actively contribute to regular Transition Planning Committee meetings	Transition specialist assists with planning and contributing to Transition Planning Committee meetings	Transition specialist participates in Transition Planning Committee meetings if invited	Transition specialist does not participate in Transition Planning Committee meetings

2: Domain 2: The Environment**2a: Creating an environment of trust and respect**

Excellent	Proficient	Needs Improvement	Unsatisfactory
Relationships with the transition specialist are highly respectful and trusting; transition specialist consistently displays fairness, patience, self-control, and impartiality for all students and staff	Relationships with the transition specialist are respectful and trusting; transition specialist displays fairness, patience, self-control, and impartiality for all students and staff	Relationships with the transition specialist lack respect; transition specialist inconsistently display fairness, patience, self-control, and impartiality for students and staff	Relationships with the transition specialist are poor; transition specialist lacks fairness, patience, self-control, and/or impartiality for students and staff

2b: Establishing a culture for ongoing program development and improvement

Excellent	Proficient	Needs Improvement	Unsatisfactory
Transition specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the transition specialist.	Transition specialist has established a culture of professional inquiry in which teachers are willing to undertake new projects with the support of the transition specialist.	Teachers do not resist the offerings of support from the transition specialist.	Transition specialist conveys the sense that the work of improving transition is externally mandated and is not important to student growth

2c: Establishing clear procedures for completing transition tasks and paperwork

Excellent	Proficient	Needs Improvement	Unsatisfactory
Procedures for completing required transition activities/paperwork and accessing the support of the transition specialist are clear to all students, teachers, parents, and administrators and individuals actively seek out this support	Procedures for completing required transition paperwork and accessing the support of the transition specialist are clear to students, teachers, parents, and administrators.	Some procedures for completing required transition paperwork and accessing the support of the transition specialist are clear to students, teachers, parents, and administrators.	When teachers want to access assistance from the transition specialist, they are not sure how to go about it.

2d: Establishing collaborative relationships with school and the community

Excellent	Proficient	Needs Improvement	Unsatisfactory
Transition specialist has established collaborative relationships within the community and schools in order to effectively address the individual educational, independent living, and employment needs of students	Transition specialist has established collaborative relationships within the community and schools in order to address the educational, independent living, and employment needs of students	Transition specialist's efforts to establish collaborative relationships with the community and school are partially successful.	Collaborative relationships have not been established.

3: Domain 3: Instruction / Delivery of Service**3a: Assisting teachers in development of transition related assessments and activities**

Excellent	Proficient	Needs Improvement	Unsatisfactory
Transition specialist initiates collaboration with classroom teachers in the design of transition assessments and activities, locating additional resources from sources outside the school; TS assist in completing transition assessments with students	Transition specialist collaborates with classroom teachers to design transition assessments and activities, locating additional resources from sources outside the school as necessary; TS assist in completing some transition assessments with students	Transition specialist collaborates with classroom teachers in the design of transition assessments and activities when specifically requested to do so.	Transition specialist declines to collaborate with classroom teachers in the design of transition assessments and activities.

3b: Engaging teachers in implementing best transition practices

Excellent	Proficient	Needs Improvement	Unsatisfactory
Teachers are highly engaged in acquiring new skills related to transition and take initiative in implementing best practice procedures	Teachers are engaged in acquiring new skills related to transition and implement best practice procedures	Some teachers are engaged in acquiring new skills related to transition and best practice	Teachers decline opportunities to engage in learning new skills related to transition.

3c: Develops and shares professional development activities

Excellent	Proficient	Needs Improvement	Unsatisfactory
Transition specialist develops and shares regular and high quality professional development that appropriately meets the needs of the teachers being served; conducts extensive follow-up work with teachers.	Transition specialist develops and shares quality professional development that appropriately meets the needs of the teachers being served; conducts follow-up work with teachers.	Transition specialist develops and shares some professional development that does not necessarily meet the needs of the teachers being served with no follow up	Transition specialist does not develop or share professional development .

3d: Coordinating all transition services

Excellent	Proficient	Needs Improvement	Unsatisfactory
Transition specialist is highly proactive in coordinating all transition services for eligible students and anticipating their individual needs; TS participates in most transition IEP meetings	Transition specialist is proactive in coordinating all transition services for eligible students and meeting their individual needs; TS participates in transition IEP meetings	Transition specialist coordinates transition services for eligible students and is partially successful in meeting their needs; participates in some transition IEP meetings	Transition specialist fails to coordinate adequate transition services for students and/or does not attend IEP meetings

3e: Demonstrating flexibility and responsiveness

Excellent	Proficient	Needs Improvement	Unsatisfactory
Transition specialist is continually seeking ways to improve the transition program and makes changes as needed in response to student, parent, teacher, or administrator input.	Transition specialist makes revisions to the transition program when it is needed.	Transition specialist makes modest changes to the transition program when requested to do so.	Transition specialist does not make needed changes to the transition program.

4: Domain 4: Professional Responsibilities**4a: Reflecting on practice**

Excellent	Proficient	Needs Improvement	Unsatisfactory
Transition specialist's reflection is highly accurate and perceptive, citing specific examples. TS draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely success of each.	Transition specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. TS makes some specific suggestions as to how the transition program might be improved.	Transition specialist's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Transition specialist does not reflect on practice, or the reflections are inaccurate or self-serving.

4b: Preparing and submitting budgets and reports

Excellent	Proficient	Needs Improvement	Unsatisfactory
Transition specialist anticipates and responds to student and teacher needs when preparing budgets, follows established procedures and suggests improvements to those procedures. Reports are always submitted on time.	Transition specialist's budget is complete, anticipating all expenditures and following established procedures. Reports are submitted on time.	Transition specialist's efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time.	Transition specialist does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.

4c: Coordinating work with other transition specialists and agencies

Excellent	Proficient	Needs Improvement	Unsatisfactory
Transition specialist takes a leadership role in coordinating projects with other transition specialists and agencies within and beyond the district.	Transition specialist initiates efforts to collaborate with other transition specialists and agencies within the district.	Transition specialist responds to the efforts of other transition specialists and agencies within the district to collaborate.	Transition specialist makes no effort to collaborate with other transition specialists and agencies within the district.

4d: Participating in a professional community

Excellent	Proficient	Needs Improvement	Unsatisfactory
Transition specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.	Transition specialist actively participates in school and district events and projects and maintains positive and productive relationships with colleagues.	Transition specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Transition specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.

4e: Engaging in professional development

Excellent	Proficient	Needs Improvement	Unsatisfactory
Transition specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences	Transition specialist seeks opportunities for professional development based on an individual assessment of need.	Transition specialist's participation in professional development activities is limited to those that are convenient or are required.	Transition specialist does not participate in professional development activities.

4f: Showing professionalism, including integrity and confidentiality

Excellent	Proficient	Needs Improvement	Unsatisfactory
Transition specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality	Transition specialist displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Transition specialist is usually honest in interactions with colleagues and attempts to respects norms of confidentiality.	Transition specialist displays dishonesty in interactions with colleagues and violates norms of confidentiality.