

Domain 1: Planning & Preparation – RtI and Entitlement Consultant

1A - Demonstrating knowledge of current trends in specialty area and professional development				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	RtI and Entitlement Consultant demonstrates little or no familiarity with specialty area or trends in professional development.	RtI and Entitlement Consultant demonstrates basic familiarity with specialty areas and trends in professional development.	RtI and Entitlement Consultant demonstrates thorough knowledge of specialty area and trends in professional development.	RtI and Entitlement Consultant’s knowledge of specialty area and trends in professional development is wide and deep: specialist is regarded as an expert by colleagues.

1B - Demonstrating knowledge of the school’s program and levels of teacher skill in delivering that program				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	RtI and Entitlement Consultant demonstrates little or no knowledge of the school’s program or of teacher skill in delivering that program.	RtI and Entitlement Consultant demonstrates basic knowledge of the school’s program and of teacher skill in delivering that program.	RtI and Entitlement Consultant demonstrates thorough knowledge of the school’s program and of teacher skill in delivering that program.	RtI and Entitlement Consultant is deeply familiar with the school’s program and works to shape its future direction and actively seeks information as to teacher skill in that program.

1C - Establishing goals for the instructional support program appropriate to the setting and the teachers served with assistance from school administration/program coordinator and collaboration with school psychologists				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	RtI and Entitlement Consultant has no clear goals for the instructional program or they are inappropriate to either the situation or the needs of the staff.	RtI and Entitlement Consultant’s goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	RtI and Entitlement Consultant’s goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	RtI and Entitlement Consultant’s goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.

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Consultant

ID - Demonstrating knowledge of resources both within and beyond the school and district				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	RtI and Entitlement Consultant demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	RtI and Entitlement Consultant demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	RtI and Entitlement Consultant is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	RtI and Entitlement Consultant actively seeks out new resources from a wide range of sources to enrich professional's skills in implementing the school's program.

IE - Assisting with the planning of the instructional support program integrated with the overall school program				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	RtI and Entitlement Consultant's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	RtI and Entitlement Consultant's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	RtI and Entitlement Consultant's plan is well designed to support teachers in the improvement of their skills.	RtI and Entitlement Consultant's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.

IF - Developing a plan to evaluate the school action plans/matrix				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	RtI and Entitlement Consultant has no plan to evaluate the school plan/matrix or resists suggestions that such an evaluation is important.	RtI and Entitlement Consultant has a rudimentary plan to evaluate the the school plan/matrix	RtI and Entitlement Consultant's plan to evaluate the school plan/matrix is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	RtI and Entitlement Consultant's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 2: The Environment – RtI and Entitlement Consultant

2A - Creating an environment of trust and respect	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Teachers are reluctant to request assistance from the RtI and Entitlement Consultant fearing that such a request will be treated as a sign of deficiency.	Relationships with the RtI and Entitlement Consultant are cordial: teachers don't resist initiatives established by the RtI and Entitlement Consultant.	Relationships with the RtI and Entitlement Consultant are respectful with some contacts initiated by teachers.	Relationships with the RtI and Entitlement Consultant are highly respectful and trusting, with many contacts initiated by teachers.
2B – Providing support to staff in in order to establish a culture for ongoing instructional improvement	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	RtI and Entitlement Consultant conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Teachers do not resist the offerings of support from the RtI and Entitlement Consultant.	RtI and Entitlement Consultant promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	RtI and Entitlement Consultant has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.
2C - Establishing clear procedures for teachers to gain access to the instructional support	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	When teachers want to access assistance from the RtI and Entitlement Consultant, they are not sure how to go about it.	Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.	RtI and Entitlement Consultant has established clear procedures for teachers to use in gaining access to support.	Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.

2D - Adhering to norms of behavior for professional interactions				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	No norms of professional conduct have been established: teachers are frequently disrespectful in their interactions with one another.	RtI and Entitlement Consultant's efforts to establish norms of professional conduct are partially successful.	RtI and Entitlement Consultant has established clear norms of mutual respect for professional interaction.	RtI and Entitlement Consultant has established clear norms of mutual respect for professional interactions. Teachers ensure that their colleagues adhere to these standards of conduct.

2E - Assisting district in organizing physical space for training and makes use of provided space.				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	RtI and Entitlement Consultant makes poor use of the physical environment, resulting in poor access by some participants; time lost due to poor use of training equipment, or little alignment	The physical environment does not impede workshop activities.	RtI and Entitlement Consultant makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	RtI and Entitlement Consultant makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.

Domain 3: Delivery of Service – RtI and Entitlement Consultant

3A – Collaborating and recommending programs/material that target student need and provides information how to obtain them				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	RtI and Entitlement Consultant declines to collaborate with classroom teachers/staff and declines to recommend programs/materials.	RtI and Entitlement Consultant collaborates with classroom/staff and recommends programs/materials when specifically asked to do so.	RtI and Entitlement Consultant initiates collaboration with classroom teachers/staff and recommends programs/materials.	RtI and Entitlement Consultant initiates collaboration with classroom teachers/staff and recommends programs/materials and provides information on how to obtain them.

3B -Engaging teachers in learning new instructional skills				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Teachers decline opportunities to engage in professional learning.	RtI and Entitlement Consultant’s efforts to engage teachers in professional learning are partially successful, with some participating.	All teachers are engaged in acquiring new instructional skills.	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.

3C – Collaborating with teachers to inform them of latest research, programs, resources and training				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	RtI and Entitlement Consultant’s training, resources and research are of poor quality or are not appropriate to the needs of teachers being served.	The quality of the RtI and Entitlement Consultant’s training, resources and research are mixed with some of them being appropriate to the needs of the teachers being served.	The quality of the RtI and Entitlement Consultant’s training, resources and research are uniformly high and appropriate to the teachers being served.	The quality of the RtI and Entitlement Consultant’s training, resources and research are uniformly high and appropriate to the needs of the teachers being served. The RtI and Entitlement Consultant conducts extensive follow-up work with teachers.

Domain 3: Delivery of Service – RtI and Entitlement Consultant

<p>3D - Responding to and is available to school needs, schedules necessary meetings with staff and continues to check in as needed.</p>				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	<p>RtI and Entitlement Consultant is not available to school needs and does not schedule meetings.</p>	<p>RtI and Entitlement Consultant makes modest effort to be available to school needs and schedules meetings when confronted with evidence of the need for change.</p>	<p>RtI and Entitlement Consultant makes revisions to the plan to respond and be available to school needs and plan to schedule meetings.</p>	<p>RtI and Entitlement Consultant is continually seeking ways to improve his/her availability to school needs and process to schedule meetings and makes changes as needed in response to student, parent, or teacher input.</p>

Domain 4: Professional Responsibilities – RtI and Entitlement Consultant

4A - Reflecting on practice				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	RtI and Entitlement Consultant does not reflect on practice, or the reflections are inaccurate or self-serving.	RtI and Entitlement Consultant’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.	RtI and Entitlement Consultant’s reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. RtI and Entitlement Consultant makes some specific suggestions as to how the support program might be improved.	RtI and Entitlement Consultant’s reflection is highly accurate and perceptive, citing specific examples. RtI and Entitlement Consultant draws on an extensive repertoire to suggest alternative strategies, accompanied by prediction of the likely consequences of each

4B - Coordinating work with necessary RCCSEC personnel				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	RtI and Entitlement Consultant makes no effort to collaborate with RCCSEC personnel	RtI and Entitlement Consultant responds positively to the efforts of RCCSEC personnel to collaborate.	RtI and Entitlement Consultant initiates efforts to collaborate with RCCSEC personnel	RtI and Entitlement Consultant takes leadership role in coordinating projects with RCCSEC personnel

4C - Participating in a professional community				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	RtI and Entitlement Consultant’s colleagues are negative or self-serving the specialist avoids being involved in school and district events and projects.	RtI and Entitlement Consultant’s colleagues are cordial, and the participates in school and district and projects when specifically requested.	RtI and Entitlement Consultant in school and district events and maintains positive and productive relationships with colleagues.	RtI and Entitlement Consultant makes contribution to school and district and projects and assumes a leadership with colleagues.

4D - Engaging in professional development				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	RtI and Entitlement Consultant does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	RtI and Entitlement Consultant's participation in professional development activities is limited to those that are convenient or are required.	RtI and Entitlement Consultant seeks out opportunities for professional development based on an individual assessment of need.	RtI and Entitlement Consultant actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialists

4D - Demonstrating professionalism including integrity and confidentiality				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	RtI and Entitlement Consultant displays dishonesty in interactions with colleagues and violates norms of confidentiality.	RtI and Entitlement Consultant is honest in interactions with colleagues and respects norms of confidentiality.	RtI and Entitlement Consultant displays high standards of honesty and integrity in interactions with colleagues and respects norm of confidentiality.	RtI and Entitlement Consultant can be counted on to hold the highest standards of honesty and integrity and takes leadership role with colleagues in respecting the norm of confidentiality.