

**Verona Public Schools**  
**Performance Review for Learning Disability Teacher-Consultant (LDT-C)**

**Name:**  
**School(s):**

**Date:**  
**Evaluator:**

**Domain I: Planning and Preparation**

1a. The LDT-C demonstrates knowledge and skills in using educational assessment instruments to evaluate students.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The LDT-C demonstrates competence with a wide range of educational/academic assessments to evaluate students and knows the proper situation in which each should be used.	The LDT-C demonstrates competence with a range of educational/academic assessments to evaluate students and answer evaluation questions.	The LDT-C demonstrates competence with and uses only one educational/academic assessment tool to evaluate students and answer evaluation questions.	The LDT-C demonstrates rudimentary knowledge of educational/academic assessments to evaluate students and answer evaluation questions.

**Comments:**

1b. The LDT-C demonstrates knowledge of child and adolescent academic development and integrates it with delivery of service.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The LDT-C demonstrates and applies extensive knowledge and understanding of child and adolescent academic development and knows variations in typical patterns.	The LDT-C demonstrates and applies thorough knowledge and understanding of child and adolescent academic development and applies it in daily practice.	The LDT-C demonstrates basic knowledge and understanding of child and adolescent academic development and attempts to apply it in daily practice.	The LDT-C demonstrates limited knowledge of child and adolescent academic development and does not apply it in daily practice.

**Comments:**

1c. The LDT-C demonstrates knowledge of and follows federal, state and local regulations and policies regarding special education and related services.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The LDT-C demonstrates strong knowledge and consistent application of state, federal and local regulations/policies regarding special education and related services.	The LDT-C demonstrates knowledge and application of state, federal and local regulations/policies regarding special education and related services and attempts to apply the knowledge in daily practice.	The LDT-C demonstrates minimal knowledge of state, federal and local regulations/policies regarding special education and related services and attempts to apply the knowledge in daily practice.	The LDT-C is learning state, federal and local regulations/policies regarding special education and related services and does not yet apply this knowledge in daily practice

**Comments:**

1d. The LDT-C participates in student services meetings (i.e., Core Team, School Resource Committee (I&RS), Building CST) and assists in the planning of intervention services for individual students.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The LDT-C participates in student services meetings and consistently applies knowledge of academic skill acquisition and development to help develop appropriate intervention services for students.	The LDT-C participates in student services meetings and applies knowledge of academic skill acquisition and development to occasionally develop intervention services for students.	The LDT-C occasionally participates in student services meetings and applies basic knowledge of academic skill acquisition and/or development to contribute to discussion of intervention services for children.	The LDT-C occasionally participates in student services meetings and demonstrates emerging knowledge of academic skill acquisition and development. The LDT-C rarely contributes to discussion of intervention services for students.

**Comments:**

1e. The LDT-C demonstrates strong time management, meeting organization/planning skills

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The LDT-C manages time efficiently, establishes priorities, and maintains thorough records and session notes. Meetings are well organized. All required participants are invited and present (unless excused), an agenda is followed, paper work with appropriate copies are available for participants.	The LDT-C manages time, attempts to establish priorities and maintains records and session notes. Meetings are planned. Required participants are invited but not necessarily present or excused, an agenda is loosely followed, paper work is available with no copies for participants.	The LDT-C demonstrates scattered time management and prioritization skills. Meetings are loosely planned. Invited participants who are unable to attend are not excused and the LDT-C fails to chair meetings.	The LDT-C demonstrates limited time management skills. Meetings are not planned. Participation is limited and no agenda is followed.

**Comments:**

## Domain II: Environment

2a. The LDT-C establishes positive rapport with staff, students and parents

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The LDT-Cs interactions with staff, students and/or parents reflect a high degree of ethical standards, comfort, trust and confidentiality.	The LDT-Cs interactions with staff, students and/or parents are respectful, positive and confidential. The LDT-C maintains high ethical standards.	The LDT-Cs interactions with staff, students and/or parents are a mix of positive and negative. The LDT-Cs interactions are partially successful. The LDT-C maintains ethical standards.	The LDT-Cs interactions with staff, students and/or parents are sometimes negative or inappropriate. Individuals do not appear comfortable in the presence of the LDT-C. Ethical standards are not always upheld.

**Comments:**

2b. The LDT-C supports a positive culture for differentiation, the application of learning theory and other educational principles throughout the school.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
----------------------	---------------	-------------------------	-----------------

The LDT-C actively supports and promotes a positive culture for differentiation and the application of learning theory. The LDT-C routinely assists staff in making modifications/accommodations to student programs and educates staff and parents on these and other appropriate educational principles.	The LDT-C promotes a positive culture for differentiation and application of learning theory. The LDT-C assists staff in making modifications/accommodations to student programs and educates staff and parents on these and other appropriate educational principles.	The LDT-C attempts to promote a positive culture for differentiation and the application of learning theory. The LDT-C occasionally assists staff in making modifications/accommodations to student programs and educates staff and parents on these and other appropriate educational principles.	The LDT-C rarely promotes a positive culture for differentiation and the application of learning theory. The LDT-C occasionally assists staff in making modifications/accommodations to student programs and educates staff and parents on these and other appropriate educational principles.

**Comments:**

2c. The LDT-C designs and participates in community informational programs to inform parents and staff about special education programs in the district and the role of the LDT-C in the school environment.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The LDT-C designs and participates in community informational programs to inform parents and staff about special education programs in the district and the role of the LDT-C in the school environment.	The LDT-C participates in community informational programs to inform parents and staff about special education programs in the district and the role of the LDT-C in the school environment.	Upon request, the LDT-C participates in community informational programs to inform parents and staff about special education programs in the district and the role of the LDT-C in the school environment.	The LDT-C rarely participates in community informational programs to inform parents and staff about special education programs in the district and the role of the LDT-C in the school environment.

**Comments:**

### **Domain III: Delivery of Service**

3a. The LDT-C follows federal, state and local procedures for referral, evaluation and eligibility

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The LDT-C consistently follows all procedures and timelines for referral and evaluation. The LDT-C tailors evaluations to answer evaluation questions and selects from a broad repertoire of assessments. The LDT-C determines eligibility collaboratively with members of the Evaluation Team.	The LDT-C follows timelines and applies most but not all procedures for referral and evaluation. Evaluations are tailored to answer evaluation questions and assessments are selected from a repertoire of assessments. Eligibility is determined collaboratively with members of the Evaluation Team.	The LDT-C applies some of the procedures and timelines for referral and evaluation. The LDT-C attempts to tailor the evaluation to answer evaluation questions and selects from a limited repertoire of assessment tools. Eligibility is not consistently determined collaboratively.	The LDT-C is beginning to learn and apply timelines and procedures for referral and evaluation. Eligibility is determined in isolation without input from other members of the evaluating team and evaluations are not tailored to answer evaluation questions.

**Comments:**

3b. The LDT-C assists in the development of a comprehensive program of services for each student requiring special education and/or related services.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The LDT-C consistently collaborates with members of the IEP Team to develop a comprehensive program of services for each student requiring special education and/or related services.	The LDT-C consults with members of the IEP Team to develop a program of services for each student requiring special education and/or related services.	The LDT-C makes suggestions for a program of services for each student requiring special education and/or related services but does not collaborate with members of the IEP Team to develop programs or the IEP.	The LDT-C rarely contributes to program development.

**Comments:**

3c. The LDT-C follows case management responsibilities for students assigned by the Director of Special Services

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The LDT-C acts as a liaison between the district, the student and the parents. Timelines are followed, often in advance of due dates. The LDT-C coordinates all case activities and communicates regularly with staff, students and parents on the caseload.	The LDT-C acts as a liaison between the district, the student and the parents. Timelines are followed. The LDT-C coordinates most case activities and communicates with staff, students and parents on the caseload.	The LDT-C is learning to act as a liaison between the district, the student and the parents. Timelines are generally followed. The LDT-C fails to coordinate case activities and communicates with some but not all staff, students and parents on the caseload.	The LDT-C requires additional supervision to act as a liaison between the district, the student and the parents. Timelines are not consistently followed. Case coordination and communication with staff, students and parents on the caseload is minimal.

**Comments:**

3d. The LDT-C writes thorough reports that include all required elements

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The LDT-C writes timely, comprehensive diagnostic reports in clear, concise language that describe the academic proficiency and learning characteristics of the assessed student.	The LDT-C writes thorough diagnostic reports that describe at least some of the academic proficiency and learning characteristics of the assessed student.	The LDT-C writes diagnostic reports that include a minimal description of the academic proficiency and learning characteristics of the assessed student.	The LDT-C relies on report writer or other computer program to develop a report. Reports lack a description of the academic proficiency and learning characteristics of the assessed student.

**Comments:**

3e. The LDT-C coordinates development of eligibility statements and IEPs.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The case manager/ LDT-C ensures eligibility is determined appropriately. Data from assessments is integrated to determine eligibility, placement, and	The case manager/ LDT-C ensures eligibility is determined appropriately. Data from assessments is integrated to determine eligibility, placement, and	Eligibility is questionable and the case manager/LDT-C fails to guide the evaluating team toward consensus. Assessment data is not integrated to determine placement, and	Eligibility is questionable and the case manager/ LDT-C fails to guide the evaluating team toward consensus. Assessment data is not integrated to determine placement, and

instructional/educational programming. PLAAFPs are data driven statements describing classroom performance as well as progress in goals/objectives. Measurable goals/objectives reflective of the PLAAFP are developed and aligned with CCSS.	and instructional/educational programming. PLAAFPs statements describe classroom performance as well as progress in goals/objectives. Measurable goals/objectives reflective of the PLAAFP are developed and aligned with CCSS.	instructional/educational programming. PLAAFPs statements are minimal descriptions of classroom performance and may not include progress in goals/objectives. Measurable goals/objectives aligned with the CCSS are developed.	instructional/educational programming. The case manager/school LDT-C is learning how to coordinate PLAAFP statements. Goals and objectives are not necessarily measurable, aligned to the CCSS or reflective of the PLAAFP.

**Comments:**

3f. The LDT-C consults with teachers and staff members regarding student performance

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The LDT-C regularly observes in class and consults with teachers and staff members regarding the academic performance of students across all areas and on the caseload.	The LDT-C occasionally consults with teachers and staff members regarding the academic performance of all students across all areas and on the caseload.	The LDT-C provides some consultation to teachers and staff regarding the academic performance of some students across all areas and on the caseload.	The LDT-C rarely consults with teachers and staff members regarding the academic performance of students across all areas and on the caseload.

**Comments:**

3g. The LDT-C demonstrates flexibility and responsiveness

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The LDT-C meets all responsibilities while maintaining flexibility. The LDT-C continually seeks ways to improve programs and makes changes based on the identified needs of students.	The LDT-C meets responsibilities with some flexibility and makes revisions in programs based on the identified needs of students.	The LDT-C meets responsibilities but is not flexible. Changes in program are made only when confronted with evidence of a need for change.	The LDT-C requires guidance to meet responsibilities. Program changes are rarely made, even with evidence of a need for change.

**Comments:**

#### **Domain IV: Professional Responsibilities**

4a. The LDT-C reflects on practice

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The LDT-C's reflection is highly accurate and perceptive. The LDT-C reflects on professional practice and looks for new, innovative ways to improve on it.	The LDT-C reflects on professional practice and is open to suggestions from supervisors regarding ways to improve on it.	The LDT-C reflects on professional practice only when encouraged to do so by supervisors.	The LDT-C rarely reflects on professional practice.

**Comments:**

4b. The LDT-C maintains communication with staff, families and students

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The LDT-C maintains ongoing communication with staff, families and students regarding student performance and academic achievement.	The LDT-C communicates with staff, families and students periodically during the school year regarding student performance and academic achievement.	The LDT-C rarely communicates with staff, families and students regarding student performance and academic achievement.	The LDT-C communicates with staff, families and students regarding performance and academic achievement only when required to do so.

**Comments:**

4c. The LDT-C maintains accurate records

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The LDT-C records all phone calls and contact with students, staff and families. Emails are printed and filed. All records are accurate and legible, well organized and stored in a secure location. Records are placed in secure files in Special Services as well as in building files.	The LDT-C records contact with students, staff and families. Most emails are printed and filed. Records are accurate and legible. Some records are placed in secure files in Special Services as well as in building files but not always in both locations.	The LDT-C is learning to record accurate, legible records. Emails are not always saved, printed or filed. Student files, Special Services files are not always up to date.	The LDT-C does not record phone calls and contact with students, staff and families. Student files, special Services files are not always up to date.

**Comments:**

4d. The LDT-C participates in a professional community

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The LDT-C holds national licensing and is an active member of national and state associations. The LDT-C makes a substantial contribution to school and district events.	The LDT-C is an active member of appropriate national and/or state organizations. The LDT-C participates actively in school and district events.	The LDT-C is considering membership in appropriate national and state organizations. The LDT-C participates in school and district events when specifically asked to do so.	The LDT-C is not a member of appropriate national and/or state organizations and does not plan to join the organizations. The LDT-C avoids being involved in school and district events.

**Comments:**

4e. The LDT-C engages in professional development

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The LDT-C looks for and takes advantage of professional development opportunities on various topics appropriate to school	The LDT-C looks for and attends professional development opportunities but often narrows workshops to one particular topic.	The LDT-C will attend professional development opportunities when required to do so by the school district. The LDT-C will turn-key	The LDT-C is reluctant to attend professional development opportunities and rarely turn-keys information upon

LDT-Cs. The LDT-C turn-keys information to other district employees upon returning from a conference or workshop.	The LDT-C turn-keys information to other district employees upon returning from a conference or workshop.	information upon returning from a conference or workshop if asked to do so.	returning from a conference or workshop.

**Comments:**

4f. The LDT-C demonstrates professionalism

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The LDT-C demonstrates professionalism in all aspects of his/her work. The LDT-C maintains high ethical standards and confidentiality.	The LDT-C demonstrates professionalism in most aspects of his/her work. The LDT-C maintains high ethical standards and confidentiality.	The LDT-C requires mentoring to develop appropriate professionalism in all aspects of his/her work. Relationships with colleagues are cordial.	The LDT-C demonstrates limited understanding of required professionalism associated with his/her position. Relationships with colleagues are negative and self-serving.

**Comments:**

**EVALUATED PROFESSIONAL'S COMMENTS:**

EVALUATOR'S SIGNATURE: \_\_\_\_\_ STAFF MEMBER'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_