

Domain 1 for Autism Consultants: Planning and Preparation

Component 1a: Demonstrating Knowledge of Content and Pedagogy

**Elements:** Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of current trends • Knowledge of content

ELEMENT	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Knowledge of content and the structure of the discipline</b>	In planning and practice, Consultant makes content errors or does not correct errors.	Consultant is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.	Consultant displays solid knowledge of the important concepts in the discipline and how these relate to one another.	Consultant displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.
<b>Knowledge of prerequisite relationships</b>	Consultant's plans and practice display little understanding of prerequisite relationships important to student learning of the content.	Consultant's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.	Consultant's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.	Consultant's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.
<b>Demonstrating knowledge of current trends in specialty area and professional development.</b>	Consultant demonstrates little or no familiarity with specialty area and professional development.	Consultant demonstrates basic familiarity with specialty area and trends in professional development.	Consultant demonstrates thorough knowledge of specialty area and trends in professional development.	Consultant's knowledge of specialty area and trends in professional development is wide and deep; Consultant is regarded as an expert by colleagues.
<b>Knowledge of content-related pedagogy</b>	Consultant displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Consultant's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.	Consultant's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Consultant's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.

Domain 1 for Autism Consultants: Planning and Preparation

Component 1b: Demonstrating Knowledge of Students

**Elements:** Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of school's program

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Knowledge of child and adolescent development</b>	Consultant displays little or no knowledge of the developmental characteristics of the age group.	Consultant displays partial knowledge of the developmental characteristics of the age group.	Consultant displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, consultant displays knowledge of the extent to which individual students follow the general patterns.
<b>Knowledge of the learning process</b>	Consultant sees no value in understanding how students learn and does not seek such information.	Consultant recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Consultant's knowledge of how students learn is accurate and current and applies this knowledge to individual students.	Consultant displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.
<b>Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program.</b>	Consultant demonstrates little or no knowledge of the school's program or of staff skill in delivering that program.	Consultant demonstrates basic knowledge of the school's program and of staff skill in delivering that program.	Consultant demonstrates thorough knowledge of the school's program and of staff skill in delivering that program.	Consultant is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to staff skill in that program.

Domain 1 for Autism Consultants: Planning and Preparation

Component 1b: Demonstrating Knowledge of Students (*continued*)

**Elements:** Knowledge of students' interests and cultural heritage • Knowledge of students' special needs • Knowledge of students' skills, knowledge, and language proficiency •

ELEMENT	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Knowledge of students' interests and cultural heritage</b>	Consultant displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Consultant recognizes the value of understanding students' interests and cultural heritage but is limited and does not display value.	Consultant recognizes the value of understanding students' interests and cultural heritage and displays this knowledge of students.	Consultant recognizes the value of understanding students' interests and cultural heritage, displays this knowledge for individual students and adjusts plans.
<b>Knowledge of students' special needs</b>	Consultant displays little or no understanding of students' special learning or medical needs or why such knowledge is important.	Consultant displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Consultant is aware of students' special learning and medical needs.	Consultant possesses information about each student's learning and medical needs, collecting such information from a variety of sources.
<b>Knowledge of students' skills, knowledge, and language proficiency</b>	Consultant displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.	Consultant recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for most students.	Consultant recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for all students.	Consultant displays understanding of individual students' skills, knowledge, and language proficiency for all students and has a strategy for maintaining such information.

Domain 1 for Autism Consultants: Planning and Preparation  
 Component 1c: Setting Instructional Outcomes  
**Elements:** Value, sequence, and alignment • Clarity • Balance

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Value, sequence, and alignment</b>	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
<b>Clarity</b>	Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.	Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.
<b>Balance</b>	Outcomes reflect only one type of learning.	Outcomes reflect several types of learning, but Consultant has made no attempt at coordination or integration.	Outcomes reflect several different types of learning and opportunities for coordination.	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.

Domain 1 for Autism Consultants: Planning and Preparation

Component 1c: Setting Instructional Outcomes

**Elements:** Establishing goals appropriate to the setting • Suitability for diverse learners

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Establishing goals for the student appropriate to the setting</b>	Consultant has no clear goals for the students, or they are inappropriate to the setting.	Consultant's goals for the students are rudimentary and are partially suitable to the setting.	Consultant's goals for the students are clear and appropriate to the setting. They have been developed following collaboration with stakeholders.	Consultant's goals for the students are highly appropriate and easily integrated to the setting.
<b>Suitability for diverse learners</b>	Outcomes are not suitable for the individual student or are not based on any assessment of the student needs.	Some of the outcomes are suitable for the individual student based on assessments of student learning.	Most outcomes are suitable for the individual student based on evidence of student comprehensive assessments.	Outcomes are suitable and based on a comprehensive assessment of student learning and take into account the varying needs of the individual student.

Domain 1 for Autism Consultants: Planning and Preparation  
 Component 1d: Demonstrating Knowledge of Resources  
**Elements:** Resources available for use • Planning the program to meet the needs of individual students

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Resources available for use</b>	Consultant is unaware of resources available through the school or district.	Consultant displays awareness of resources available through the school or district but no knowledge of resources available more broadly.	Consultant displays awareness of resources available through the school or district and some familiarity with resources external to the school and on the Internet.	Consultant's knowledge of resources is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
<b>Planning the program, integrated with the regular school program, to meet the needs of individual students</b>	The consultant's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	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.	Consultant's plan is coherent and preventive and serves to support students individually, within the broader educational program with minimal disruption to the classroom.	Consultant's plan is highly coherent and preventive and serves to support students individually, within the broader educational program and across school environments.

Domain 1 for Autism Consultants: Planning and Preparation  
 Component 1e: Designing Coherent Instruction  
**Elements:** Chairing clinics • Learning activities • Instructional materials and resources

ELEMENT t	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Chairing clinics</b>	Consultant declines to assume leadership of the clinics.	Consultant assumes leadership of the clinics when directed to do so, preparing adequate agenda, data, and summary.	Consultant assumes leadership of the clinics as a standard expectation; prepares detailed agenda, data, and summary.	Consultant assumes leadership of the clinics and takes initiative in assembling materials for meetings. Agenda, data, and summary are prepared in an exemplary manner.
<b>Learning activities</b>	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for the students.	Learning activities are highly suitable to diverse learning and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for the learners.
<b>Instructional materials and resources</b>	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.

Domain 1 for Autism Consultants: Planning and Preparation  
 Component 1e: Designing Coherent Instruction  
**Elements:** Plan structure

L E V E L O F P E R F O R M A N C E

ELEMENT t	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Plan structure</b>	The plan has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The plan has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The plan has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The plan's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.



Domain 1 for Autism Consultants: Planning and Preparation  
 Component 1f: Designing Student Assessments  
**Elements:** Demonstrating knowledge and skill in using assessment tools • Use for planning

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Demonstrating knowledge and skill in using assessment tools to analyze students</b>	Consultant demonstrates little or no knowledge and skill in using assessment tools to analyze student progress.	Consultant uses a limited number of assessment tools to analyze student progress.	Consultant uses a wide range of assessment tools to analyze student progress.	Consultant uses a wide range of assessment tools to analyze students and knows the proper situations in which each should be used.
<b>Use for planning</b>	Consultant has no plans to use assessment results in designing future instruction.	Consultant plans to use assessment results to plan for future instruction for the class as a whole.	Consultant consistently uses assessment results and reassesses as necessary to plan for future instruction for students.	Consultant always uses assessment results to plan future instruction for individual students.

Domain 2 for Autism Consultants: The Environment  
Component 2a: Creating an Environment of Respect and Rapport

**Elements:** Autism Consultant interaction with students • Creating an environment of trust and respect • Establishing a culture for productive communication

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Interaction with students</b>	Consultant interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students.	Consultant-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures.	Consultant-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students.	Consultant interactions with students reflect genuine respect and caring for individuals as well as groups of students.
<b>Creating an environment of trust and respect</b>	Teachers are reluctant to request assistance from the Consultant, fearing that such a request will be treated as a sign of deficiency.	Relationships with the Consultant are cordial; teachers don't resist initiatives established by the Consultant.	Relationships with the Consultant are respectful and trusting, with many contacts initiated by teachers.	Relationships with the Consultant are highly respectful and trusting, with many contacts initiated by teachers.
<b>Establishing a culture for productive communication</b>	Consultant makes no attempt to establish a culture for productive communication as a whole, either among students or among teachers, or stakeholders.	Consultant's attempts to promote a culture throughout the school for productive and respectful communication between and among students and stakeholders.	Consultant promotes a culture throughout the school for productive and respectful communication between and among students and stakeholders.	The consultant establishes a culture for productive and respectful communication between and among stakeholders.

Domain 2 for Autism Consultants: The Environment  
 Component 2b: Establishing a Culture for Learning  
**Elements:** Importance of the content • Expectations for learning and achievement

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Importance of the content</b>	Consultant conveys a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Consultant communicates importance of the work but with little conviction and only minimal apparent buy-in by the staff.	Consultant conveys genuine enthusiasm for the content, demonstrates consistent commitment to its value.	Consultant demonstrates through their active participation, curiosity, and taking initiative that they value the importance of the content.
<b>Establishing a culture for ongoing instructional improvement</b>	Consultant conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Stakeholders do not resist the offerings of support from the consultant.	Consultant promotes a culture of professional inquiry in which stakeholders seek assistance in improving their skills.	Consultant has established a culture of professional inquiry in which stakeholders initiate projects to be undertaken with the support of the consultant.

Domain 2 for Autism Consultants: The Environment

Component 2c: Managing Classroom Procedures

**Elements:** Establishing clear procedures for stakeholders to gain access to support • Management of materials and supplies • Performance of transitional duties and management

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Establishing clear procedures for stakeholders to gain access to support</b>	When stakeholders want to access assistance from the consultant, they are not sure how to go about it.	Some procedures are clear to stakeholders, whereas others are not.	Consultant has established clear procedures for stakeholders to use in gaining access to support.	Procedures for access to support are clear and have been developed following consultation with stakeholders.
<b>Management of materials and supplies</b>	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with staff assuming some responsibility for smooth operation.
<b>Performance of transitional duties and management</b>	Considerable time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of time.	Efficient systems for performing non-instructional duties are in place resulting in no loss of time.

Domain 2 for Autism Consultants: The Environment  
 Component 2d: Managing Student Behavior  
**Elements:** Monitoring of student behavior • Response to student misbehavior

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Monitoring of student behavior</b>	Student behavior is not monitored, and consultant is unaware of what the student is doing.	Consultant is generally aware of student behavior but may miss the activities of the student.	Consultant is alert to student behavior at all times.	Monitoring by Consultant is subtle and preventive.
<b>Response to student behavior</b>	Consultant does not respond to patterns of behavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	Consultant attempts to respond to patterns of student behavior but with uneven results.	Consultant response to patterns of behavior is appropriate and successful and respects the student's dignity.	Consultant response to patterns of behavior is highly effective and sensitive to students' individual needs.

Adapted 8/10 from; Danielson, C. (2007). Enhancing Professional Practice: A framework for teaching (2<sup>nd</sup> ed.). Alexandria, VA: ASCD.

Domain 2 for Autism Consultants: The Environment  
 Component 2e: Organizing Physical Space  
**Elements:**

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE

Adapted 8/10 from; Danielson, C. (2007). Enhancing Professional Practice: A framework for teaching (2<sup>nd</sup> ed.). Alexandria, VA: ASCD.

Domain 3 for Autism Consultants: Delivery of Service  
 Component 3a: Communicating  
**Elements:** Directions and procedures

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Directions and procedures</b>	Consultant's directions and procedures are confusing to students.	Consultant's directions and procedures are clarified after initial student confusion.	Consultant's directions and procedures are clear to students.	Consultant's directions and procedures are clear to students and anticipate possible student misunderstanding.

Domain 3 for Autism Consultants: Delivery of Service  
 Component 3b: Engaging teachers in learning new skills  
**Elements:** Engaging teachers in learning new skills

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Engaging teachers in learning new skills.</b>	Staff decline opportunities to engage in professional learning.	Consultant's efforts to engage staff in professional learning are partially successful, with some participating.	All staff are engaged in acquiring new skills.	Staff are highly engaged in acquiring new skills and take initiative in suggesting new areas for growth.

Adapted 8/10 from; Danielson, C. (2007). Enhancing Professional Practice: A framework for teaching (2<sup>nd</sup> ed.). Alexandria, VA: ASCD.



Domain 3 for Autism Consultants: Delivery of Service  
 Component 3c: Materials and Resources  
**Elements:** Materials and resources

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Materials and resources</b>	Materials and resources are not used to the identified purposes or do not engage students mentally.	Materials and resources are only partially used to the identified purposes, or students are only partially mentally engaged with them.	Materials and resources are used to the identified purposes and engage students mentally.	Materials and resources are used to the identified purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.

Domain 3 for Autism Consultants: Delivery of Service  
 Component 3d: Monitoring Assessment  
**Elements:** Monitoring of student learning • Collecting information

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Monitoring of student learning</b>	Consultant does not monitor student learning based on the IEP.	Consultant monitors the student progress but elicits no data.	Consultant monitors the progress of student learning making limited use of data.	Consultant actively and systematically uses data from individual students regarding their understanding and monitors the progress of individual students.
<b>Collecting information; writing reports</b>	Consultant neglects to collect important information on which to base plans; reports are inaccurate or not appropriate to the audience.	Consultant collects most of the important information on which to base plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	Consultant collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	Consultant is proactive in collecting important information, interviewing stakeholders if necessary. Reports are accurate and clearly written and are tailored for the audience.

Domain 3 for Consultants: Delivery of Service  
 Component 3e: Demonstrating flexibility and responsiveness  
**Elements:** Persistence • Demonstrating flexibility and responsiveness •  
 Assisting in the formulation of academic, personal/social, and career plans, based on knowledge of student needs

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Persistence</b>	When a student has difficulty learning, the Consultant either gives up or blames the student or the student's home/school environment.	Consultant accepts responsibility for the success of students but has only a limited repertoire of strategies to draw on.	Consultant persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Consultant persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources.
<b>Demonstrating flexibility and responsiveness</b>	Consultant adheres to the plan or program, in spite of evidence of its inadequacy.	Consultant makes modest changes in the plan when confronted with evidence of the need for change.	Consultant makes revisions in the plan when they are needed.	Consultant is continually seeking ways to improve the plan and makes changes as needed in response to stakeholder.
<b>Assisting in the formulation of academic, personal/social, and career plans, based on knowledge of student needs</b>	Consultant's program is independent of identified student needs.	Consultant attempts to help stakeholders formulate academic, personal/social, and career plans are partially successful.	Consultant helps stakeholders formulate and implement academic, personal/social, and career plans.	Consultant successfully initiates the formulation and implementation of academic, personal/social and career plans through stakeholders.

Domain 4 for Autism Consultants: Professional Responsibilities

Component 4a: Reflecting on Teaching

**Elements:** Accuracy • Reflecting on practice

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Accuracy</b>	Consultant does not know whether a plan was effective or achieved its instructional outcomes, or Consultant profoundly misjudges the success of a plan.	Consultant has a generally accurate impression of a plan's effectiveness and the extent to which instructional outcomes were met.	Consultant makes an accurate assessment of a plan's effectiveness and the extent to which it achieved its outcomes and can cite general references to support the judgment.	Consultant makes a thoughtful and accurate assessment of a plan's effectiveness and the extent to which it achieved its outcomes, citing many specific examples from the plan and weighing the relative strengths of each.
<b>Reflecting on practice</b>	Consultant does not reflect on practice, or the reflections are inaccurate or self-serving.	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.	Consultant's reflection provides an accurate and objective description of practice, citing specific, positive and negative characteristics. Consultant makes some specific suggestions as to how the support program might be improved.	Consultant's reflection is highly accurate and perceptive, citing specific examples. Consultant draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences.

Domain 4 for Autism Consultants: Professional Responsibilities

Component 4b: Maintaining Accurate Records

**Elements:** Reconciliation of Service Requests • Student progress in learning • Consultation Notes

ELEMENT	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Reconciliation of Service Requests</b>	Consultant 's billing records are in disarray, resulting in errors and confusion.	Consultant's billing records are adequate, but require frequent monitoring to avoid errors.	Consultant's system for maintaining billing records is fully effective and timely with limited errors.	Consultant's system for maintaining billing records is highly effective, timely and with no errors.
<b>Student progress in learning</b>	Consultant has no system for maintaining information on student progress in learning, or the system is in disarray.	Consultant's system for maintaining information on student progress in learning is rudimentary and only partially effective.	Consultant's system for maintaining information on student progress in learning is fully effective.	Consultant's system for maintaining information on student progress in learning is fully effective. Consultants contribute information and participate in interpreting the records.
<b>Consultation Notes</b>	Consultant's notes are in disarray, resulting in errors and confusion.	Consultant's notes are adequate, but they require frequent monitoring to avoid errors.	Consultant's notes for maintaining information is fully effective, includes consistent follow up and is timely and professional.	Consultant's system for maintaining information is professional and includes consistent follow up and ensures follow through .

Domain 4 for Autism Consultants: Professional Responsibilities

Component 4b: Maintaining Accurate Records

**Elements:** Maintaining an effective data management system • Maintaining records and submitting them in a timely fashion

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Maintaining an effective data-management system</b>	Consultant's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust plan when needed.	Consultant has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust plan when needed.	Consultant has developed an effective data-management system for monitoring student progress and uses it to adjust plan when needed.	Consultant has developed a highly effective data-management system for monitoring student progress and uses it to adjust plan when needed. Consultant uses the system to communicate with stakeholders.
<b>Maintaining records and submitting them in a timely fashion</b>	Consultant's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Consultant's reports, records, and documentation are generally accurate but are occasionally late.	Consultant's reports, records, and documentation are accurate and are submitted in a timely manner.	Consultant's approach to record keeping is highly systematic, accurate and efficient and serves as a model for colleagues.

Domain 4 for Autism Consultants: Professional Responsibilities

Component 4c: Communicating with Stakeholders

**Elements:** Information about individual students • Engagement of stakeholders in the program • Coordinating work with other staff

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Information about individual students</b>	Consultant provides minimal information to stakeholders about individual students, or the communication is inappropriate to the cultures of the stakeholders. Consultant does not respond, or responds insensitively, to concerns about students.	Consultant adheres to the school's required procedures for communicating with stakeholders. Responses to concerns are minimal or may reflect occasional insensitivity to cultural norms.	Consultant communicates with stakeholders professionally about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to concerns.	Consultant provides information to stakeholders frequently on student progress. Response to concerns is handled with great professional and cultural sensitivity.
<b>Engagement of stakeholders in the program</b>	Consultant makes no attempt to engage stakeholders in the program, or such efforts are inappropriate.	Consultant makes modest and partially successful attempts to engage stakeholders in the program.	Consultant's efforts to engage stakeholders in the program are frequent and successful.	Stakeholders are fully engaged in the program. Stakeholders contribute ideas that could be enhanced by participation.
<b>Coordinating work with other staff</b>	Consultant makes no effort to collaborate with other staff within the district.	Consultant responds positively to the efforts of other staff within the district to collaborate.	Consultant initiates efforts to collaborate with other staff within the district and beyond.	Consultant takes a leadership role in coordinating services with other staff within and beyond the district.

Domain 4 for Autism Consultants: Professional Responsibilities

Component 4d: Participating in a Professional Community

**Elements:** Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and district projects

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Relationships with school personnel</b>	Consultant's relationships with colleagues are negative or self-serving.	Consultant maintains cordial relationships with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation.	Relationships with colleagues are characterized by mutual support and cooperation. Consultant takes initiative in assuming leadership among the school personnel.
<b>Involvement in a culture of professional inquiry</b>	Consultant avoids participation in a culture of inquiry, resisting opportunities to become involved.	Consultant becomes involved in the school's culture of inquiry when invited to do so.	Consultant actively participates in a culture of professional inquiry.	Consultant takes a leadership role in promoting a culture of professional inquiry.
<b>Service to the school</b>	Consultant avoids becoming involved in school events.	Consultant participates in school events when specifically asked.	Consultant volunteers to participate in school events, making a substantial contribution.	Consultant volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life.
<b>Participation in school and district projects</b>	Consultant avoids becoming involved in school and district projects.	Consultant participates in school and district projects when specifically asked.	Consultant volunteers to participate in school and district projects, making a substantial contribution.	Consultant volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.



Domain 4 for Autism Consultants: Professional Responsibilities

Component 4e: Growing and Developing Professionally

**Elements:** Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession

ELEMENT	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Enhancement of content knowledge and pedagogical skill</b>	Consultant engages in no professional development activities to enhance knowledge or skill.	Consultant participates in professional activities to a limited extent when they are convenient.	Consultant seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Consultant seeks out opportunities for professional development and makes a systematic effort to conduct action research.
<b>Receptivity to feedback from colleagues</b>	Consultant resists feedback on performance from either supervisors or more experienced colleagues.	Consultant accepts, with some reluctance, feedback on performance from both supervisors and professional colleagues.	Consultant welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.	Consultant seeks out feedback on performance from both supervisors and colleagues.
<b>Service to the profession</b>	Consultant makes no effort to share knowledge with others or to assume professional responsibilities.	Consultant finds limited ways to contribute to the profession.	Consultant participates actively in assisting other educators.	Consultant initiates important activities to contribute to the profession.
<b>Collaborating with staff and administrators</b>	Consultant is not available to staff for questions and planning and declines to provide information or assistance when requested.	Consultant is available to staff for questions and planning and provides information or assistance when requested.	Consultant initiates contact with staff and administrators to confer regarding individual cases soliciting their perspectives on individual students.	Consultant seeks out staff and administrators to confer regarding cases, soliciting their perspectives on individual students regularly.

Domain 4 for Autism Consultants: Professional Responsibilities  
 Component 4f: Showing Professionalism  
**Elements:** Integrity and ethical conduct • Advocacy • Decision making

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Integrity and ethical conduct</b>	Consultant displays dishonesty in interactions with colleagues, students, and the public.	Consultant is honest in interactions with colleagues, students, and the public.	Consultant displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Consultant can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.
<b>Advocacy</b>	Consultant contributes to school practices that result in some students being ill served by the school.	Consultant does not knowingly contribute to some students being ill served by the school.	Consultant works to ensure that all students receive a fair opportunity to succeed.	Consultant makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.
<b>Decision making</b>	Consultant makes decisions and recommendations based on self-serving interests.	Consultant's decisions and recommendations are based on limited though genuinely professional considerations.	Consultant maintains an open mind and participates in team or departmental decision making.	Consultant takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.

Domain 4 for Autism Consultants: Professional Responsibilities

Component 4f: Showing Professionalism (*continued*)

**Elements:** Organizing time effectively • Compliance with school and district regulations

ELEMENT	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Organizing time effectively</b>	Consultant exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Consultant's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	Consultant exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Consultant demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner.
<b>Compliance with school and district regulations</b>	Consultant does not comply with school and district regulations.	Consultant complies minimally with school and district regulations, doing just enough to get by.	Consultant complies fully with school and district regulations.	Consultant complies fully with school and district regulations, taking a leadership role with colleagues.