

RUBRIC ASSESSMENT: HOME-SCHOOL VISITOR (HSV)

Date Self-Assessment Evaluator Assessment

Domain 1: Planning and Preparation

| Component | Failing | Needs Improvement | Proficient | Distinguished |
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| <i>1a: Demonstrating Knowledge of Appropriate HSV Policies, Procedures, Laws, and Regulations</i> | <ul style="list-style-type: none"> ➤ Designs plans and practices that reflect little/no knowledge of policy, procedures, and relevant laws and regulations. | <ul style="list-style-type: none"> ➤ Designs plans and practices that reflect some knowledge of policy, procedures, and relevant laws and regulations. | <ul style="list-style-type: none"> ➤ Designs plans and practices that reflect solid knowledge of policy, procedures, and relevant laws and regulations. | <ul style="list-style-type: none"> ➤ Designs plans and practices that reflect extensive knowledge of policy, procedures, and relevant laws and regulations. |
| <i>Evidence/Examples</i> | <ul style="list-style-type: none"> ➤ Does not have knowledge of relevant legislation (e.g., McKinney-Vento Act). ➤ Has no understanding of the PA School Code as it relates to attendance. | <ul style="list-style-type: none"> ➤ Demonstrates some knowledge of the district's attendance policies. ➤ Shows little understanding of the district's Educational Trip Policy. | <ul style="list-style-type: none"> ➤ Is able to accurately discuss the district's attendance policy with a family. ➤ Is able to provide a student with detailed information relating to the district's Homebound Policy. ➤ Is successful in processing truancy cases for the district. | <ul style="list-style-type: none"> ➤ Provides professional development for staff regarding relevant legislation (e.g., McKinney Vento Act). ➤ Meets with local judges to advocate for truancy policies. |

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| <i>Ib: Demonstrating Knowledge of Students and Families</i> | <ul style="list-style-type: none"> ➤ Exhibits little or no knowledge of student and family backgrounds, cultures, skills, language proficiency, interests, and/or special needs. ➤ Implements services that are not aligned with the needs of students and families. | <ul style="list-style-type: none"> ➤ Has some knowledge of student and family backgrounds, cultures, skills, language proficiency, interests, and/or special needs. ➤ Conducts tasks that are usually aligned with the needs of students and families. | <ul style="list-style-type: none"> ➤ Has adequate knowledge of student and family backgrounds, cultures, skills, language proficiency, interests, and/or special needs. Uses a variety of sources to obtain reliable and valid information. ➤ Ensures that services are aligned with the needs of students and families through consultation with all relevant parties. | <ul style="list-style-type: none"> ➤ Has extensive knowledge of student and family backgrounds, cultures, skills, language proficiency, interests, and/or special needs. Uses a variety of sources to obtain reliable and valid information. ➤ Ensures that services are aligned with the needs of students and families and monitored for effectiveness through consultation with all relevant parties. |
| <i>Evidence/Examples</i> | <ul style="list-style-type: none"> ➤ Does not conduct interviews or review records to learn more about a family and several children who are homeless. ➤ Frequently fails to complete residency investigations. | <ul style="list-style-type: none"> ➤ Is able to conduct a brief interview with a family and complete a review of records, but does not interview involved school staff. ➤ Does not provide written documentation to a family at the conclusion of a fraudulent residency investigation. | <ul style="list-style-type: none"> ➤ Reviews records, conducts interviews and observations with all parties, and administers a needs assessment to ensure that a student with a history of abuse is provided with protection and related services. ➤ Notifies family of student withdrawal due to residency issues within adequate appeal time. | <ul style="list-style-type: none"> ➤ Utilizes data to collaborate and effect change with local community agencies to help meet the needs of the students and families. ➤ Utilizes interagency data to effect systematic change. |
| <i>Ic: Setting Service Delivery Outcomes</i> | <ul style="list-style-type: none"> ➤ Sets service delivery outcomes that do not reflect the needs of individuals and are not measurable. There are limited opportunities for coordination and alignment with instruction. | <ul style="list-style-type: none"> ➤ Sets service delivery outcomes that inconsistently reflect the needs of individuals and may or may not be measurable. There are some opportunities for coordination and alignment with instruction. | <ul style="list-style-type: none"> ➤ Sets service delivery outcomes that consistently reflect the developmental and learning needs of individuals and are measurable. ➤ Sets service delivery outcomes that are integrated and aligned with instruction. | <ul style="list-style-type: none"> ➤ Sets service delivery outcomes that reflect the developmental and learning needs of individuals, are measurable and integrated and aligned with standards-based instruction. ➤ Considers outcomes within the context of systems level goals. |
| <i>Evidence/Examples</i> | <ul style="list-style-type: none"> ➤ Creates truancy plans that do not reflect the needs of a student. ➤ Establishes outcomes for a student but does not identify activities and techniques that are going to be implemented. | <ul style="list-style-type: none"> ➤ Adopts a generic intervention to improve attendance for all students. ➤ Sets service delivery outcomes that are measurable but the timeline for attaining them is unrealistic. | <ul style="list-style-type: none"> ➤ Collaborates with students, their families, and community stakeholders to determine needs and improve student attendance. ➤ Explains to the school team how the outcomes are tied to local, state, and national standards, and shows them an example. | <ul style="list-style-type: none"> ➤ Meets regularly with stakeholders to provide updates regarding service delivery goals and outcomes. ➤ Collaborates with stakeholders regarding the quality of data sources that will be used to revise and refine service delivery outcomes. ➤ Regularly establishes outcomes and examples that reflect what individuals will learn as a function of their services. |

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| <i>Id: Demonstrating Knowledge of Resources</i> | <ul style="list-style-type: none"> ➤ Does not demonstrate knowledge of resources. | <ul style="list-style-type: none"> ➤ Demonstrates some knowledge of resources and the ability to use this information to inform planning and preparation of services. | <ul style="list-style-type: none"> ➤ Demonstrates sufficient knowledge of resources, and uses this information to inform planning and preparation relative to provision of comprehensive services. | <ul style="list-style-type: none"> ➤ Demonstrates extensive knowledge of resources, and shares this information with others to inform collaborative planning and preparation relative to provision of comprehensive and well-integrated services. |
| <i>Evidence/Examples</i> | <ul style="list-style-type: none"> ➤ Has no knowledge of Basic Education Circular for Truancy. ➤ Does not collaborate with community agencies. | <ul style="list-style-type: none"> ➤ Has limited knowledge of Basic Education Circular for Truancy to provide for the family of a student with attendance issues. ➤ Works with one particular community agency and does not explore other resources for students and families. | <ul style="list-style-type: none"> ➤ Provides truancy related resources to families of students with truancy issues. ➤ Works with numerous community agencies to make appropriate referrals for students and families. | <ul style="list-style-type: none"> ➤ Provides professional development for colleagues regarding Basic Education Circular for Truancy at faculty meetings or in-services sessions. ➤ Attends community agency meetings and can identify gaps to improve resources for families and students. ➤ Sits on the Board for a community agency. |
| <i>Ie: Designing Coherent Service Delivery</i> | <ul style="list-style-type: none"> ➤ Is unable to contribute to the meaningful design of comprehensive service delivery due to limited knowledge in designing structures, supports, processes, and resources. | <ul style="list-style-type: none"> ➤ Is able to partially contribute to the meaningful design of comprehensive service delivery due to some knowledge in designing structures, supports, processes, and resources. | <ul style="list-style-type: none"> ➤ Is able to contribute to the meaningful design of comprehensive service delivery due to sufficient knowledge in designing structures, supports, processes, and resources. | <ul style="list-style-type: none"> ➤ Is able to make significant contributions to the meaningful design of comprehensive services delivery due to extensive knowledge in designing structures, supports, processes, and resources. |
| <i>Evidence/Examples</i> | <ul style="list-style-type: none"> ➤ Fails to conduct an assessment of a student with attendance/behavior problems. ➤ Fails to use key information from existing records and prior assessments to meaningfully engage a student who is homeless. | <ul style="list-style-type: none"> ➤ Is able to identify an attendance/behavioral intervention that might support student success. | <ul style="list-style-type: none"> ➤ Clearly defines the roles of the HSV, family, and student. ➤ Develops a Truancy Elimination Plan for a student that is informed by the student and family using a structured interview and other reliable and valid data sources. | <ul style="list-style-type: none"> ➤ Uses a multi-systems approach to engage the student and family in selecting resources and supports that are aligned to their needs and strengths. ➤ Ensures that the student and family can describe their role in the decision-making process and what they have learned. |

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| <i>If: Designing Student Assessments</i> | <ul style="list-style-type: none"> ➤ Is not able to identify assessment methods and measures that are congruent with organizational goals. | <ul style="list-style-type: none"> ➤ Designs an approach to assessment that is only partially aligned with organizational goals for both content and process. | <ul style="list-style-type: none"> ➤ Designs an approach to assessment that is aligned with organizational goals for both content and process. | <ul style="list-style-type: none"> ➤ Designs an approach to assessment that is fully aligned with organizational goals for both content and process. ➤ Adapts assessment methodologies for individual students and groups as needed. |
| <i>Evidence/Examples</i> | <ul style="list-style-type: none"> ➤ Is not able to evaluate attendance trends and interpret that data. ➤ Is unable to set an assessment plan with clear criteria, standards, or alignment with service delivery outcomes or individual student needs. | <ul style="list-style-type: none"> ➤ Is limited in ability to help accurately interpret attendance data. ➤ Designs assessment tools that are not suitable for the intervention. | <ul style="list-style-type: none"> ➤ Provides district level attendance data and offers reliable and valid measures for use within the attendance policy. ➤ Designs assessment tools that measure outcomes for the invention provided. | <ul style="list-style-type: none"> ➤ Facilitates data analysis of attendance data with district administrators. ➤ Develops an assessment tool on the basis of data. |

Domain 2: The Environment

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| 2a: Creating an Environment of Respect and Rapport | <ul style="list-style-type: none"> ➤ Has interactions with students and families that are negative, inappropriate, or insensitive to cultural backgrounds and characterized by sarcasm, put-downs, and/or conflict. | <ul style="list-style-type: none"> ➤ Has interactions with students and families that are generally appropriate. ➤ At times, has issues related to insensitivity to cultural or developmental factors. | <ul style="list-style-type: none"> ➤ Has interactions with students and families that are characterized by adequate rapport. ➤ Students and families report that the relationship is supportive and caring. ➤ Acknowledges and respects cultural and developmental differences. | <ul style="list-style-type: none"> ➤ Has interactions with students and families that are consistently characterized by a high level of rapport. ➤ Students and families report that the relationship is supportive and caring. ➤ Acknowledges and respects cultural and developmental differences. ➤ Evaluates and adapts the environment accordingly within the context of individual, family, cultural, and other related variables. |
| Evidence/Examples | <ul style="list-style-type: none"> ➤ Breaches confidentiality. ➤ Speaks negatively about a family during a meeting. ➤ Confronts a family publicly about an attendance issue. | <ul style="list-style-type: none"> ➤ Unintentionally offends a family when a student on his/her caseload was absent. The family was offended because it was their religious holiday. ➤ Remains professional and does not engage in a power struggle with an Administrator concerning a policy issue. | <ul style="list-style-type: none"> ➤ Rearranges the seating to create a comfortable environment for a family whose culture values a less formal setting. ➤ Effectively talks with a student who made a derogatory comment about a teacher. ➤ Visits a family in their home because they are uncomfortable meeting in the school building. | <ul style="list-style-type: none"> ➤ Invites educators to discuss the issue of confidentiality and protocol for maintaining it in an effort to build relationships and be proactive. ➤ Works with school personnel and the larger community to secure a Thanksgiving meal for a family that is homeless. ➤ Delivers registration paperwork to a homeless family who is unable to find transportation. |

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| <i>2b: Establishing a Culture for Learning</i> | <ul style="list-style-type: none"> ➤ Does not contribute to a culture for academic success. ➤ Communicates low expectations for student achievement, behavior, and attendance. | <ul style="list-style-type: none"> ➤ Contributes to a culture for academic success when directed by others. ➤ Communicates reasonable expectations for student achievement, behavior, and attendance. However, there are inconsistent levels of supportive accountability. | <ul style="list-style-type: none"> ➤ Establishes a culture for academic success through establishment of resources to address behavioral, social-emotional, cognitive, cultural, and familial strengths and needs. ➤ Communicates high but realistic expectations through the establishment of positive reinforcement, supportive accountability, and supervision. | <ul style="list-style-type: none"> ➤ Establishes a culture for academic success through establishment of resources to address behavioral, social-emotional, cognitive, cultural, and familial strengths and needs. ➤ Communicates high but realistic expectations through the establishment of positive reinforcement, supportive accountability, and supervision. ➤ Is instrumental in mobilizing a team of individuals who work together to help students achieve success. |
| <i>Evidence/Examples</i> | <ul style="list-style-type: none"> ➤ Does not intervene with a student who has refused to come to school. ➤ Does not actively try to help the school improve below average attendance rates. | <ul style="list-style-type: none"> ➤ Is not aware of cultural factors and is directed by the supervisor to research issues related to eye contact and interpersonal distance. ➤ Builds a relationship with a family whose son is refusing to come to school but does not engage them in the development of an effective intervention plan. | <ul style="list-style-type: none"> ➤ Conveys the importance of daily school attendance to students and families and supplies them with research-based, parent-friendly resources related to improving achievement motivation. ➤ Helps a family get a school uniform so that their child can attend school. ➤ Identifies and secures homebound instruction for a student with a chronic illness. | <ul style="list-style-type: none"> ➤ Works with a group of parents and educators to establish an intensive school-based effort to increase academic performance and attendance for at-risk students. ➤ Works with school and community to establish a “closet” and on-site laundry facility for students who do not come to school wearing required school uniforms. ➤ Helps families who are concerned about attendance identify cyber-school options. |

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| 2c: Managing Procedures | <ul style="list-style-type: none"> ➤ Does not follow routines or procedures. ➤ Takes a marginal role in novel or crisis situations. ➤ Does not complete tasks in a timely fashion. | <ul style="list-style-type: none"> ➤ Follows routines and procedures as outlined. ➤ Is partially involved in managing novel or crisis situations. ➤ Inconsistently manages time effectively. | <ul style="list-style-type: none"> ➤ Contributes to the development and maintenance of routines and procedures as well as novel or crisis situations that impact a school and/or district. ➤ Demonstrates adequately developed time-management skills. | <ul style="list-style-type: none"> ➤ Assumes a leadership role in the development of routines and procedures, as well as novel and crisis situations that impact the schools and/or district. ➤ Exhibits excellent time management skills. |
| Evidence/Examples | <ul style="list-style-type: none"> ➤ Fails to follow-up on a request for a residency check. ➤ Does not follow district truancy procedures. | <ul style="list-style-type: none"> ➤ Does not consistently attend regularly scheduled meetings. ➤ Is usually accessible and dependable. | <ul style="list-style-type: none"> ➤ Provides a family with truancy information in a timely manner. ➤ Prioritizes a student crisis over daily activities (e.g., eviction, abuse allegations). | <ul style="list-style-type: none"> ➤ Volunteers to serve on the district's anti-bullying committee. ➤ Provides school faculty with recent updates related to juvenile offenses and procedural information. ➤ Provides district administrators with truancy court updates. |
| 2d: Managing Student Behavior | <ul style="list-style-type: none"> ➤ Does not apply clear or consistent standards of conduct when working with individuals. ➤ Provides little or no assistance to school personnel at the systems and individual level relative to implementations of students' attendance strategies. | <ul style="list-style-type: none"> ➤ Inconsistently applies clear standards of conduct. ➤ Provides inadequate/ineffective assistance to school personnel at the systems and individuals level relative to implementations of students' attendance strategies. | <ul style="list-style-type: none"> ➤ Consistently applies clear standards of conduct. ➤ Provides adequate assistance to school personnel at the systems and individuals level relative to implementation of students' attendance strategies. | <ul style="list-style-type: none"> ➤ Effectively applies high, but clear standards of conduct. ➤ Provides comprehensive assistance to school personnel at the systems and individual level relative to implementation of students' attendance strategies. |
| Evidence/Examples | <ul style="list-style-type: none"> ➤ Does not offer support to students, staff, or the school community in this area. For example, does not familiarize themselves with the district's attendance policy. ➤ Notices two students misbehaving in hallway and does not intervene. | <ul style="list-style-type: none"> ➤ Offers some support in this area but not on a regular basis. For example, sits on SAP team but is not an active participant. ➤ Addresses student misbehavior but student immediately returns to the behavior once the HSV leaves. | <ul style="list-style-type: none"> ➤ Reviews attendance data to look at trends and provide possible interventions to improve attendance. ➤ Is active in district-wide programs such as bullying/violence prevention, restorative practices, and/or character education. | <ul style="list-style-type: none"> ➤ Exhibits expertise in attendance policies at the district and state level and stays current with policy updates. ➤ Enlists parents and community members to work with students to improve the environment. |

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| <i>2e: Organizing Physical Space</i> | <ul style="list-style-type: none"> ➤ Does not effectively organize physical space to ensure privacy, safety, and confidentiality. | <ul style="list-style-type: none"> ➤ Demonstrates some ability to organize physical space to ensure privacy, safety, and confidentiality. | <ul style="list-style-type: none"> ➤ Demonstrates adequate ability to organize physical space to ensure privacy, safety, and confidentiality. | <ul style="list-style-type: none"> ➤ Is highly effective in organizing physical space and assisting others to do the same to ensure maximal levels of privacy, safety, and confidentiality. |
| <i>Evidence/Examples</i> | <ul style="list-style-type: none"> ➤ Does not secure confidential attendance files. ➤ Does not set up the office with safety in mind. Power cord and furniture placement present physical hazards and unsecure records result in lack of privacy and confidentiality. | <ul style="list-style-type: none"> ➤ Does not consistently secure attendance files in a confidential location. ➤ Physical space is not suitable for students who need to de-escalate and are in need of a safe environment. However, location is suitable for many group activities. | <ul style="list-style-type: none"> ➤ Identifies an appropriate and secure location for attendance files and information. ➤ Takes measures to maintain confidentiality and safety through organization of student information and placement of furniture. | <ul style="list-style-type: none"> ➤ Stores all attendance files in secure and confidential location at all times. ➤ Ensures that students are able to appropriately choose seating and proximity when entering the office. |

Domain 3: Service Delivery

| Component | Failing | Needs Improvement | Proficient | Distinguished |
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| 3a: Communicating Clearly and Accurately | <ul style="list-style-type: none"> ➤ Uses limited and/or ineffective communication with students and their families. | <ul style="list-style-type: none"> ➤ Uses adequate oral and written communication with students and families. Sensitivity regarding cultural, developmental, religious, and other related variables is evolving. | <ul style="list-style-type: none"> ➤ Uses effective and consistent oral and written communication with students and families. Sensitivity regarding cultural, developmental, religious, and other related variables is demonstrated. | <ul style="list-style-type: none"> ➤ Uses highly effective and consistent oral and written communication with students and families. Sensitivity regarding cultural, developmental, religious, and other related variables is demonstrated and results in positive outcomes. Is seen as a leader in fostering positive and strong home-school relationships. |
| Evidence/Examples | <ul style="list-style-type: none"> ➤ Develops a letter with misinformation related to truancy citations. ➤ Does not clearly state the reason for initiating a meeting with a family in their home. ➤ Repeatedly fails to respond to family inquiries. | <ul style="list-style-type: none"> ➤ Uses written communication that is mostly accurate and improving. ➤ Attempts to minimize the use of jargon and acronyms when communicating with students and families. ➤ Inconsistently provides attendance documents to essential personnel. | <ul style="list-style-type: none"> ➤ Solicits input from a student regarding his tardiness, meets with parents to address the concern, and summarizes the meeting and plan in writing. ➤ Is able to provide correct information in reference to relevant legislation (e.g., the McKinney-Vento Act) to effectively advocate for a student. ➤ Responds to parent requests and/or concerns in a timely and consistent manner. | <ul style="list-style-type: none"> ➤ Requests additional time during an IEP meeting for a family. The family reports that as a result of the increased time and support, they were able to effectively participate and better understand the needs of their child. ➤ Attends Back-to-School Night and disseminates reliable information related to improving school attendance. ➤ Provides parents with effective strategies for dealing with chronic absenteeism. |

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| 3b: Gathering Information | <ul style="list-style-type: none"> ➤ Generally uses ineffective and unreliable information-gathering techniques. ➤ Attempts to gather information but does not elicit student and/or family participation and does not include other key parties. | <ul style="list-style-type: none"> ➤ Generally uses effective and reliable information-gathering techniques. ➤ Attempts to gather information and elicits student and/or family participation but does not consistently include information from other key parties. | <ul style="list-style-type: none"> ➤ Uses consistently effective, reliable, and comprehensive information-gathering techniques. | <ul style="list-style-type: none"> ➤ Uses information-gathering techniques that are characterized by thoughtful preparation, highly effective interactions, and strategic use of knowledge of district policy and procedures, and that inform goal development within a team context. ➤ Empowers students, families, and other key parties to actively participate in the process. |
| Evidence/Examples | <ul style="list-style-type: none"> ➤ Is often unable to establish rapport and gather information from students. ➤ Completes a Truancy Elimination Plan without soliciting parent input. | <ul style="list-style-type: none"> ➤ When conducting a verification of residency, mostly asks questions that are related to the situation. ➤ Only gathers current year's attendance data when developing a Truancy Elimination Plan. ➤ During a residency investigation, fails to verify property ownership and lease status. | <ul style="list-style-type: none"> ➤ Actively solicits parent, student, and other participation when developing a Truancy Elimination Plan. ➤ Develops a well-planned agenda to keep information-gathering meeting focused, efficient, and effective. ➤ Organizes a parent meeting with school administrator and counselor to discuss truancy issues. | <ul style="list-style-type: none"> ➤ Includes involved stakeholders when developing a Truancy Elimination Plan and asks an educator who is close to the student to be involved. ➤ Pre-plans with IEP team to address potentially volatile interactions that may occur during a family meeting and develops strategies for responding to those situations. ➤ Contacts the SRO or local police authority to obtain information related to a student's runaway status. |

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| 3c: Engaging Students, Families, and Stakeholders in Learning | <ul style="list-style-type: none"> ➤ Does not meaningfully engage families, students, and stakeholders, or engagement is limited in nature. | <ul style="list-style-type: none"> ➤ Moderately engages families, students, and stakeholders throughout service delivery; however, the structures and supports that are used to facilitate continued engagement in intervention are in need of further development. | <ul style="list-style-type: none"> ➤ Effectively engages families, students, and stakeholders throughout service delivery. ➤ Mobilizes structures and supports to facilitate continued engagement in intervention. | <ul style="list-style-type: none"> ➤ Effectively and meaningfully engages families, students, and stakeholders throughout service delivery. ➤ Mobilizes structures and supports to facilitate continued engagement in intervention. ➤ Empowers all parties to participate and monitor the impact of the intervention toward continued success and positive outcomes. |
| Evidence/Examples | <ul style="list-style-type: none"> ➤ Does not work with the family to address a student's problem with truancy. ➤ Blames an elementary child for habitual lateness. | <ul style="list-style-type: none"> ➤ Files citation for truancy without first engaging family in attendance process. ➤ Has conversations with both student and family, but is unsuccessful in reaching agreement as to reason for truancy and a plan to decrease it. | <ul style="list-style-type: none"> ➤ Has ongoing contact with family to monitor changes in their living situation and adjust the intervention plan accordingly. ➤ Works with the school to secure an additional intervention for a student who was recently arrested. ➤ Files a legal notification before going to truancy court. | <ul style="list-style-type: none"> ➤ Joins a school-based committee to discuss the current percentage of homeless students and proposes ways that the school may deal with the issue. ➤ Develops a successful intervention that results in higher achievement and graduation. ➤ Develops a plan to assist families that have relocated to other areas within the district. |

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| 3d: Using Strategies in Service Delivery | <ul style="list-style-type: none"> ➤ Does not target interventions to student’s needs. ➤ Does not monitor progress towards goal achievement through ongoing data collection. Feedback to students and families is absent or of poor quality. ➤ Does not engage students and families in self-assessment. | <ul style="list-style-type: none"> ➤ Sometimes matches interventions to student needs. ➤ Provides some monitoring of progress toward goals through ongoing data collection. ➤ Inconsistently engages students and families in self-assessment. | <ul style="list-style-type: none"> ➤ Consistently and effectively matches interventions to student needs. ➤ Conducts ongoing monitoring of progress using reliable and valid data sources. ➤ Provides frequent and helpful feedback to students and families. | <ul style="list-style-type: none"> ➤ Consistently and effectively matches interventions to student needs. ➤ Conducts ongoing monitoring of progress using reliable and valid data sources. ➤ Provides frequent and helpful feedback to students and families. ➤ Uses response to the intervention to make ongoing changes and improve outcomes and services. |
| Evidence/Examples | <ul style="list-style-type: none"> ➤ Does not match interventions recommended during Truancy Elimination Planning meeting to the presenting problem. ➤ Does not hold regular meetings to assess student progress. | <ul style="list-style-type: none"> ➤ Intermittently monitors student progress. ➤ Provides adequate feedback but not always in a timely manner. | <ul style="list-style-type: none"> ➤ Meets regularly with a family to discuss progress, review qualitative and quantitative indicators, and engage them in developing next steps. ➤ Uses research validated interventions or initiates action research of individualized or modified intervention. | <ul style="list-style-type: none"> ➤ In addition to regular meetings with the family, provides regular updates to all stakeholders on goal attainment and recommended changes to the intervention. ➤ Convenes data team to obtain comprehensive information from multiple sources to monitor progress. |
| 3e: Demonstrating Flexibility and Responsiveness | <ul style="list-style-type: none"> ➤ Once service delivery plan is developed, adheres to the service delivery plan, even when a change would improve the service delivery. Does not intervene when students experience difficulty. | <ul style="list-style-type: none"> ➤ Attempts to modify the service delivery plan when needed in response to changing student needs and has moderate success. ➤ Is somewhat flexible in providing individualized services to students and works within the constraints of the school environment. | <ul style="list-style-type: none"> ➤ Makes routine and necessary adjustments to service delivery plans as needed based upon progress-monitoring and evaluation data. ➤ Is responsive to input from stakeholders and makes accommodations and adjustments to the intervention accordingly. | <ul style="list-style-type: none"> ➤ Makes routine and necessary adjustments to service delivery plans as needed based upon progress-monitoring and evaluation data. ➤ Is responsive to input from stakeholders and makes accommodations and adjustments to the intervention accordingly while advocating for research-based approaches and empowering others to adopt those same strategies and approaches. |
| Evidence/Examples | <ul style="list-style-type: none"> ➤ Fails to modify his/her work schedule to meet with parents. ➤ Does not refer student showing signs of stress and depression to a mental health specialist or the building-wide Student Assistance Program. | <ul style="list-style-type: none"> ➤ Is inconsistently available to meet with students who are requesting assistance. ➤ Identifies potential mental health risks for students but does not refer or increase support for basic needs, including lack of food in the home and inadequate clothing. | <ul style="list-style-type: none"> ➤ Effectively prioritizes pressing needs over routine duties. ➤ Takes into account family observance of Ramadan in scheduling meetings. | <ul style="list-style-type: none"> ➤ Reschedules truancy hearings when a family has a legitimate reason. ➤ When deficiencies or needs in service delivery are identified, takes a leadership role to engage with district and community personnel in order to meet the legitimate need. |

Domain 4: Professional Development/HSV Responsibilities

| Component | Failing | Needs Improvement | Proficient | Distinguished |
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| 4a: Reflecting on Practice and Student Learning | <ul style="list-style-type: none"> ➤ Reflects on practice and student learning but inaccurately assesses the effectiveness of interventions or the degree to which outcomes were met. ➤ Does not identify meaningful suggestions for improving service delivery. | <ul style="list-style-type: none"> ➤ Reflects on practice and student learning, with a generally accurate impression of effectiveness of interventions as well as the degree to which outcomes were met. ➤ Can garner general recommendations regarding the improvement of service delivery. | <ul style="list-style-type: none"> ➤ Through reflection on practice and student learning, accurately assesses the effectiveness of interventions and degree to which outcomes were met. ➤ Is able to identify evidence to support his/her evaluation and generate specific recommendations for service delivery improvement. | <ul style="list-style-type: none"> ➤ Through reflection on practice and student learning, accurately assesses the effectiveness of interventions and degree to which outcomes were met. ➤ Is able to identify evidence to support his/her evaluation and generate specific recommendations for service delivery improvement. ➤ Bases recommendations upon research and best practice in the field. |
| Evidence/Examples | <ul style="list-style-type: none"> ➤ States that Truancy Elimination Plan meeting went well, although the evidence suggests that the intervention was ineffective. ➤ Does not reflect on ways to improve service when progress is not being made. | <ul style="list-style-type: none"> ➤ Reflects that Truancy Elimination Plan was not effective based on data and/or report from stakeholders. ➤ Has basic ideas for improving Truancy Elimination Plan meetings. ➤ Does not relate his/her practice to current theoretical models, research, and data-informed practice. | <ul style="list-style-type: none"> ➤ Reflects and identifies specific examples of how the Truancy Elimination Plan meeting was effective based on formal and informal data sources. ➤ Suggests and plans concrete ways of making improvements based on data and research. ➤ Provides information gathered from the student's Truancy Elimination Plan in the truancy hearing. | <ul style="list-style-type: none"> ➤ Seeks assistance through supervision to discuss data interpretation and brainstorm research-based interventions that would be appropriate. ➤ Adjusts the intervention based upon data results and supervision, while continually using evidence to improve his/her practice and student/family outcomes. ➤ Meets with district administration and supervisor to review attendance policy and school calendar for annual updates. |
| 4b: Maintaining Accurate Records and Systems for Managing Students' Data | <ul style="list-style-type: none"> ➤ Does not have, or has in disarray, a record-keeping system for student progress in goal achievement and/or non-service delivery activities. | <ul style="list-style-type: none"> ➤ Inconsistently maintains accurate records that are systematic and comprehensive. ➤ Maintains records according to the school/district policy and state and federal law. | <ul style="list-style-type: none"> ➤ Maintains accurate records that are highly systematic and comprehensive. ➤ Maintains records according to the school/district policy and state and federal law. ➤ Uses records as a basis for service delivery planning and improvement. | <ul style="list-style-type: none"> ➤ Maintains accurate records that are highly systematic and comprehensive. ➤ Maintains records according to the school/district policy and state and federal law. |
| Evidence/Examples | <ul style="list-style-type: none"> ➤ Does not complete necessary record-keeping duties. ➤ Does not compile reports in timely manner. | <ul style="list-style-type: none"> ➤ Completes record-keeping duties but not in a timely manner. ➤ Does not file or organize documentation on a regular basis, but can access it. | <ul style="list-style-type: none"> ➤ Completes record-keeping duties in a timely fashion. ➤ Completes, files, and organizes documentation accordingly. ➤ Works with all building attendance secretaries to maintain accurate records. | <ul style="list-style-type: none"> ➤ Has accurate and organized records that are easily accessible to supervisors if needed. ➤ Uses technology for tracking progress towards goals. ➤ Produces accurate attendance records for all truancy court proceedings. |

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| 4c: Communicating with Families and Stakeholders | <ul style="list-style-type: none"> ➤ Provides little/no information to families/stakeholders about the service delivery program and/or individual students. ➤ Uses communication with Stakeholders that is insensitive or inappropriate to the culture of the stakeholders. ➤ Makes no attempt to engage stakeholders in the service delivery program. | <ul style="list-style-type: none"> ➤ Provides minimal and/or occasionally insensitive communication to stakeholders and/or in response to family concerns. Is partially successful in engaging stakeholders in the service delivery program. ➤ Writes letters to parents that contain jargon and acronyms that are difficult to understand. ➤ Does not make available translated versions of common documents. | <ul style="list-style-type: none"> ➤ Frequently provides culturally appropriate information to families/stakeholders about the service delivery program, student progress, and responses to family/stakeholder concerns. ➤ Makes frequent, successful efforts to engage stakeholders in the service delivery program. | <ul style="list-style-type: none"> ➤ Provides consistent, culturally appropriate information to families/stakeholders. ➤ Encourages student voice in communication with stakeholders. ➤ Successfully engages stakeholders in the service delivery program and evaluation, enhancing student academic achievement. |
| Evidence/Examples | <ul style="list-style-type: none"> ➤ Avoids staff communication and does not make time to meet with staff regarding student needs/progress. ➤ Does not make contact with stakeholders to let them know that student is receiving service. | <ul style="list-style-type: none"> ➤ Makes contact with stakeholders when needed but not on a regular basis. ➤ Writes letters to parents that contain jargon and acronyms that are difficult to understand. ➤ Does not make available translated versions of common documents. | <ul style="list-style-type: none"> ➤ Respects confidentiality while engaging stakeholders through regular communication regarding the needs and progress of the student. ➤ Obtains release of records document from parent to allow discussion between student's medical provider and school stakeholders. | <ul style="list-style-type: none"> ➤ Encourages students and families to share progress reports with community agencies that are involved. ➤ Utilizes the school's medical department to work with family's medical provider to obtain proper absence documentation. |
| 4d: Participating in the Professional and School Communities | <ul style="list-style-type: none"> ➤ Has negative or self-serving relationships with colleagues. ➤ Does not participate in, and generally avoids, school events and/or school and district projects. | <ul style="list-style-type: none"> ➤ Has relationships that are perfunctory and fulfill required school/district duties. ➤ Is occasionally involved in school events and/or school/district projects as requested. | <ul style="list-style-type: none"> ➤ Has relationships that are characterized by mutual support and cooperation. ➤ Actively participates in school events and school/district projects. | <ul style="list-style-type: none"> ➤ Has relationships that are characterized by mutual support, cooperation, and leadership. ➤ Promotes a culture of inquiry and makes substantial contributions to school/district projects. |
| Evidence/Examples | <ul style="list-style-type: none"> ➤ Isolates self from school activities. ➤ Only participates when beneficial to self. ➤ Does not work after scheduled hours even when responsibilities of job are not completed. | <ul style="list-style-type: none"> ➤ Is polite and respectful to colleagues, but only attends functions when instructed by principal or supervisor. ➤ Does not share strategies with colleagues unless requested. | <ul style="list-style-type: none"> ➤ After involvement, principals/stakeholders notice improvement in overall school climate. ➤ Shares resources from professional development without requests/reminders. | <ul style="list-style-type: none"> ➤ Develops resource library for social, emotional, behavioral interventions and strategies for use by colleagues/staff. ➤ Contributes articles to school newsletter related to truancy (e.g., McKinney-Vento Act). ➤ Is available during the district's Back-to-School Nights for parent questions and comments. |

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| 4e: Growing and Developing Professionally | <ul style="list-style-type: none"> ➤ Does not engage in professional development activities. ➤ Avoids feedback on performance. ➤ Does not contribute to the larger profession. | <ul style="list-style-type: none"> ➤ Engages in professional development activities to a limited extent. ➤ Is reluctant to solicit or accept feedback on performance and makes limited contributions to the larger profession. | <ul style="list-style-type: none"> ➤ Seeks out professional development opportunities, welcomes feedback on performance, and actively participates in assisting other HSVs. | <ul style="list-style-type: none"> ➤ Seeks opportunities for professional development. Makes systematic effort to conduct action research, solicit feedback, and initiate important contributions to the profession. ➤ Offers workshops to colleagues, pilots new programs, and mentors new staff members. |
| Evidence/Examples | <ul style="list-style-type: none"> ➤ Does nothing to improve practice. Is absent during district professional development events. ➤ Does not have a plan to evaluate or improve her/his professional competence. | <ul style="list-style-type: none"> ➤ Only attends district level professional development events when instructed to do so. ➤ Does not regularly collaborate with fellow educators or relate his/her role to the district mission. | <ul style="list-style-type: none"> ➤ Attends district level training and seeks out external training opportunities. ➤ Utilizes local conferences to enhance networking and attendance knowledge. | <ul style="list-style-type: none"> ➤ Seeks out leadership opportunities within the related professional associations. ➤ Takes information learned and educates colleagues, offering trainings in the content areas and using the information in consultations. ➤ Works with local colleges/universities to provide internship opportunities. ➤ Has communication with PDE and PSEA organization to update attendance information. |
| 4f: Showing Professionalism | <ul style="list-style-type: none"> ➤ Has interactions that are characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving and/or do not comply with applicable institutional or professional regulations. | <ul style="list-style-type: none"> ➤ Has interactions that are characterized by honest and genuine, but inconsistent, attempts to serve students. ➤ Makes decisions based on limited data and/or minimal compliance with applicable institutional and professional regulations. | <ul style="list-style-type: none"> ➤ Displays the necessary standards of honesty, integrity, and confidentiality reflective of the institution and the profession. ➤ Participates in leadership roles in serving students, challenging negative attitudes/ practices, and ensuring full compliance with applicable regulations. | <ul style="list-style-type: none"> ➤ Displays the highest standards of honesty, integrity, and confidentiality reflective of the institution and the profession. ➤ Inspires professionalism in others through seeking out leadership roles in serving students, challenging negative attitudes/practices, and ensuring full compliance with applicable regulations. |
| Evidence/Examples | <ul style="list-style-type: none"> ➤ Colleagues do not seek support from HSV because they have not had good experiences. ➤ Undermines student and family confidentiality during conversations with others. | <ul style="list-style-type: none"> ➤ Is selective about the students and families whom they assist. ➤ Appears to be concerned with his/her case load. | <ul style="list-style-type: none"> ➤ Accepts all duties and responsibilities for students and families on his/her case load. ➤ Collaborates with colleagues as needed, while maintaining confidentiality. | <ul style="list-style-type: none"> ➤ Voluntarily withdraws truancy complaint due to clerical error and notifies family of corrected attendance information. ➤ Is willing to change outcome due to receipt of new accurate information. ➤ Advocates for improved professional practice and services for students through, for example, research or service on boards, organizations, or committees. |