

Nutley Framework Summary for Professional Growth for Child Study Team Members

Domain I: Planning and Preparation

1a: Demonstrates knowledge of special education theory, interventions, and techniques

1b: Demonstrates knowledge of child and adolescent cognitive, social, emotional and learning development, disorders, and outcomes

1c: Establishes special education IEP services, goals, and objectives appropriate to the setting and the students served

1d: Demonstrates knowledge of state and federal mandates, rules, and regulations that govern special education

1e: Develops, plans, and assures IEP implementation and integration with the special and general education school program in all school settings and in compliance with N.J.A.C. 6A:14

1f: Evaluates the effectiveness of the IEP, related services, and evaluation procedures relative to student progress in special and general education and mastery of IEP goals and objectives

Domain II: CST Environment

2a: Creates an environment of respect, rapport, and support with students, school staff, administrators, and parents during various CST functions such as IEP meetings, assessments, etc.

2b: Establishes a culture for productive communication, collaboration, and the development, implementation, and agreement relative to a student's IEP and special and general education services

2c: Manages all aspects of special education referrals and IEP meetings, participant understanding and agreement, IEP writing, and subsequent IEP implementation

2d: Organizes physical space to accommodate meetings, testing, counseling or therapy, IEP and report writing

Domain III: Delivery of Service

3a: Responds to staff and parent referrals using valid and reliable assessment instruments and functional assessments in accordance with N.J.A.C. 6A:14

3b: Evaluates student and teacher needs in the development and implementation of academic, social, emotional, behavioral, and functional IEP goals, objectives, special and general education instruction, and related services

3c: Uses consultation, collaboration, observation, and assessment results to determine IEP instructional strategies that are effective for implementing IEP goals and objectives for special and general education instruction and programming

3d: Plans, implements, and evaluates interventions to facilitate instruction and maximize student's likelihood of success as measured by student mastery of IEP goals and objectives

3e: Demonstrates flexibility and responsiveness

Domain IV: Professional Responsibilities

4a: Reflects on CST and IEP practice, assessment, counseling, and consultation as appropriate for discipline

4b: Maintains accurate records, reports, and IEPs and submitting within federal and state mandated timelines

4c: Communicates with staff, students, administrators, and parents relative to a student's IEP, special and general education programming and related services

4d: Participates in district and professional communities

4e: Engages in professional development

4f: Demonstrates Professionalism

Nutley Framework for Child Study Team Members

DOMAIN I: PLANNING AND PREPARATION				
Element	Levels of Performance			
	Basic	Emerging	Proficient	Distinguished
1a: Demonstrates knowledge of special education theory, interventions, & techniques	Child Study Member demonstrates little understanding of special education theory, interventions, & techniques	Child Study Team Member demonstrates basic understanding of special education theory, interventions, & techniques	Child Study Team Member demonstrates understanding of special education theory, interventions, & techniques	Child Study Team Member demonstrates deep and thorough understanding of special education theory, interventions, & techniques
1b: Demonstrates knowledge of child and adolescent cognitive, social, emotional, and learning development, disorders, and outcomes	Child Study Team Member displays little knowledge of child and adolescent cognitive, social, emotional, and learning development, disorders and outcomes	Child Study Team Member displays partial knowledge of child and adolescent cognitive, social, emotional, and learning development, disorders and outcomes	Child Study Team Member displays accurate understanding of the typical developmental characteristics of an age group, as well as cognitive, social, emotional and learning development, disorders and outcomes	In addition to accurate knowledge of the typical developmental characteristics of the age group as well as exceptions, the CST member has the ability to relay this information to stakeholders that is easily understood and therefore, facilitates outcomes
1c: Establishes special education IEP services, goals, and objectives appropriate to the setting and the students served	Child Study Team Member has no clear understanding of IEP special education nor related services and goals and objectives appropriate to the setting and the students served	Child Study Team member has partial knowledge of IEP services, goals, and objectives which is suitable to the setting and the age of the students served	Child Study Team member displays a good understanding of IEP special education services as well as goals and objectives which are clearly articulated and appropriate to the situation, setting, and to the age of the students served	Child Study Team Member's understanding of IEP special education services, goals, and objectives are highly appropriate to the school setting and to the age of the students and have been developed in compliance with special education mandates and best practices
1d: Demonstrates knowledge of state and federal mandates, rules, and regulations that govern special education	Child Study Team Member demonstrates little or no knowledge of special education state and federal mandates, rules, and regulations	Child Study Team Member displays awareness of special education state and federal mandates, rules, and regulations but does not consistently communicate knowledge	Child Study Team Member displays awareness of special education state and federal mandates, rules, and regulations and consistently communicates knowledge	Child Study Team Member has excellent knowledge of governmental regulations relative to state and federal mandates, rules, and regulations and effectively communicates this knowledge to all in the school community

Nutley Framework for Professional Growth for Child Study Team Members

DOMAIN I: PLANNING AND PREPARATION (-cont-)				
Element	Levels of Performance			
	Basic	Emerging	Proficient	Distinguished
1e: Develops and plans IEP services and the integration with the special and general education school program in all school settings and in compliance with N.J.A.C. 6A:14	The Child Study Team Member's IEP consists of a random collection of unrelated activities, lacking compliance with N.J.A.C. 6A:14, with little or no collaboration with colleagues, special and general education staff members nor administrators	Child Study Team Member's IEPs are somewhat in compliance with N.J.A.C. 6A:14 and includes some integration with the special and general education program and at times collaborates with colleagues, staff members, and administrators	Child Study Team Member has developed an IEP that is integrated with general education and developed through collaboration with colleagues, staff members, and administrators and in compliance with N.J.A.C. 6A:14	Child Study Team Member's IEPs are well written and fully integrated with general education through consistent collaboration with colleagues, staff members, and administrators and is in compliance with N.J.A.C. 6A:14
1f: Evaluates the effectiveness of the IEP, related services, and evaluation procedures relative to student progress in special and general education and mastery of IEP goals and objectives	Child Study Tea Member has no understanding relative to their responsibility to evaluate the IEP, related services, and student progress in special and general education and IEP goals and objectives	Child Study Team Member has an understanding and plan to evaluate the effectiveness of the IEP, related services, and student progress in special and general education as well as specific IEP goals and objectives	Child Study Team member's plan to evaluate the IEP, related services, and evaluation procedures is organized around clear goals and specific intervals relative to the student's progress in general education and/or mastery of IEP goals and objectives	Child Study Team Member's evaluation plan is highly sophisticated with specific intervals relative to the student's progress in general education and/or master of IEP goals and objectives

Nutley Framework for Professional Growth for Child Study Team Members

DOMAIN 2: THE ENVIROMENT				
Element	Levels of Performance			
	Basic	Emerging	Proficient	Distinguished
2a: Creates an environment of respect, rapport, and support with students, school staff, administration, and parents during various CST functions such as IEP meetings, assessments, counseling, therapy etc.	Child Study Team Member's interactions with others are negative or inappropriate with little or no rapport established with students, school staff, administration, and parents relative to various CST functions	Child Study Team Member's interactions are a mix of positive and negative with minimal success in establishing rapport with students, school staff, administration, and parents during various CST functions	Child Study Team Member's interactions are positive and respectful with rapport established and maintained with all students, school staff, administration, and parents they come in contact with during various CST functions	Students, parents, school staff, and administrators seek out the Child Study Team Member and trust their knowledge, skill, and advice reflecting a high degree of comfort and trust in the relationship
2b: Establishes a culture for productive, reciprocal communication, collaboration, and the development, implementation, and agreement relative to a student's IEP and special education and general education services	Child Study Team Member makes no attempt to toward productive communication with school staff, students, or parents relative to IEP special education and general education services	Child Study Team Member's attempts to promote a culture of communication between and among students and school staff are partially successful as relative to IEPs and special education and general education programming	Child Study Team Member promotes a culture throughout the school for productive and respectful communication and collaboration between and among students and school staff resulting in the effective development and agreement of IEP special education and general education programming and services	The Child Study Team Member has established a culture for consistent and positive communication and collaboration which results in effective development and agreement of students IEP driven special education and general education services and programming
2c: Manages all aspects of special education referrals and IEP meetings including participant understanding and agreement, IEP writing, and subsequent IEP implementation	Child Study Team Member demonstrates minimal ability in managing various aspects of special education referrals, meetings, participants, IEP writing and subsequent IEP implementation	Child Study Team Member is partially successful at managing special education referrals, IEP meetings, participant agreement and understanding, IEP writing, and subsequent IEP implementation	Child Study Team Member is successful at managing most aspects of special education referrals and IEP meetings, participant understanding and agreement, IEP writing and subsequent IEP implementation	Child Study Team Member is excellent at managing all aspects of special education referrals, IEP meetings, participants, writing, and subsequent IEP implementation

Nutley Framework for Professional Growth for Child Study Team Members

DOMAIN 2: THE ENVIROMENT (-cont-)				
Element	Levels of Performance			
	Basic	Emerging	Proficient	Distinguished
2d: Organizes physical space to accommodate meetings, testing, counseling or therapy, IEP and report writing	The physical environment is in disarray or is inappropriate to the planned activities	Child Study Team Member’s attempts to create an inviting and well organized physical environment are partially successful	Child Study Team Member’s physical space or office area are inviting and accommodate the planned activities	The Child Study Team Member’s physical space or office area readily accommodates the planned activities of meetings, testing, counseling, and IEP and/or report writing where students, school staff, administrators, and parents are very comfortable attending the various functions

Nutley Framework for Professional Growth for Child Study Team Members

Domain 3: DELIVERY OF SERVICE				
Element	Levels of Performance			
	Basic	Emerging	Proficient	Distinguished
3a: Responds to staff and parent referrals, using valid and reliable assessment instruments and functional assessments in accordance with N.J.A.C. 6A:14	Child Study Team Member does not does respond to referrals and does not utilize appropriate assessments and therefore often reaches inaccurate conclusions	Child Study Team Member’s response to referrals is perfunctory and requires monitoring and assessments are not conducted in accordance with N.J.A.C. 6A:14	Child Study Team Member responds appropriately to referrals and uses reliable and valid assessments including functional assessments in keeping with N.J.A.C. 6A:14	Child Study Team Member actively responds to referrals and initiates when required and consistently uses valid and reliable assessment instruments and functional assessment which results in accurate results and effective IEP program planning
3b: Evaluates student and teacher needs in the development and implementation of academic, social, emotional, behavioral, and functional IEP goals, objectives, special and general education instruction and related services	Child Study Team Member’s IEPs do not adequately identify student nor teacher needs and there is no follow through relative to the implementation of the IEP	Child Study Team Member’s attempts to evaluate student and teacher needs and to develop and implement the subsequent IEP relative to special and general education instruction and related services are only partially successful	Child Study Team Member appropriately evaluates student and teacher needs and assures the implementation IEP goals, objectives, special and general education instruction and related services	Child Study Team Member consistently and effectively evaluates student and teacher needs and consistently assures implementation of academic, social, emotional, behavioral, and functional IEP goals, objectives, special and general education instruction, and related services
3c: Uses consultation, collaboration, observation, and assessment results to determine IEP instructional strategies that are effective for implementing IEP goals and objectives for special and general education instruction and programming	Child Study Team Member does not use varied techniques to determine instructional strategies and does not incorporate instructional strategies into IEPs	Child Study Team Member uses a variety of techniques to determine instructional strategies but the particular strategies are inconsistent relative to IEP goals, objectives and instruction effectiveness	Child Study Team Member uses a combination of collaboration, observation, and assessment results which consistently determines instructional strategies for IEP goals and objectives for special and general education programs and instruction	Child Study Team Member consistently and effectively uses consulting, observing, assessment results, and collaboration which results in determining an extensive, effective range of instructional strategies for IEP special education programs and related services

Nutley Framework for Professional Growth for Child Study Team Members

DOMAIN 3: DELIVERY OF SERVICE (-cont-)				
Element	Levels of Performance			
	Basic	Emerging	Proficient	Distinguished
3d: Plans, implements, and evaluates interventions to facilitate instruction and maximize student's likelihood of success as measured by student mastery of IEP goals and objectives	Child Study Team Member does not plan nor evaluate IEP interventions	Child Study Team Member's efforts at planning, implementing, and evaluating IEP interventions are partially successful and does not result in mastery of goals and objectives	Child Study Team Member's efforts at planning, implementing, and evaluating IEP interventions are successful and often results in student success as measured by mastery of IEP goals and objectives	Child Study Team Member continually plans, assures implementation, and is adept at evaluating instructional interventions which consistently results in student success and mastery of goals and objectives
3e: Demonstrates flexibility and responsiveness	Child Study Team Member ignores or adheres to the IEP plan or program, in spite of evidence of its inadequacy	Child Study Team Member makes modest changes in the IEP and programming when confronted with evidence of the need for change	Child Study Team Member actively monitors IEPs and makes adjustments and revisions in the IEP and all special education programming accordingly	Child Study Team Member is continually seeking ways to improve IEP services and educational programming and makes changes as needed in response to student, staff, administrator, and parent, input and the student's IEP progress in special and general education programming

Nutley Framework for Professional Growth for Child Study Team Members

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES				
Element	Levels of Performance			
	Basic	Emerging	Proficient	Distinguished
4a: Reflects on CST and IEP practice, assessment, counseling, and consultation as appropriate for discipline	Child Study Team Member does not reflect on IEP practice, assessment, counseling, nor consultation	Child Study Team Member's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions relative to improving assessment, counseling, and consultation practices	Child Study Team Member's reflection provides an accurate and objective description of practice, citing specific positive and suggestions relative to improving assessment, counseling, and consultation practices	Child Study Team Member's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students and consistently suggests alternative strategies relative to improve IEP practice, assessment, counseling, and consultation
4b: Maintains accurate records, reports, and IEPs and submitting within federal and state mandated timelines	Child Study Team Member's records, reports, and IEPs are missing, late, or inaccurate and out of compliance with mandated timelines	Child Study Team Member's reports, records, and IEPs are generally accurate but are at times, out of compliance with timeline mandates	Child Study Team Member's records, reports, and IEPs are accurate and are submitted in a timely manner.	Child Study Team Member's approach to record keeping and IEP dates and reports are highly systematic and efficient and always meet mandated timelines and serves as a model for all CST members
4c: Communicates with staff, students administrators, and parents relative to a student's IEP, special and general education programming and related services	Child Study Team Member spends little or no time communicating with staff, students, administrators, and parents	Child Study Team Member provides some information to staff, students, administrators, and parents relative to special education and a student's IEP services and programming	Child Study Team Member provides thorough and accurate information to staff, students, administrators, and parents relative to the IEP and general and special education programming and related services	Child Study Team Member is proactive in providing information to staff, students, administrators, and parents relative to the IEP and general and special education programming and related services.

Nutley Framework for Professional Growth for Child Study Team Members

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES (-cont-)				
Element	Levels of Performance			
	Basic	Emerging	Proficient	Distinguished
4d: Participates in district and professional communities	Child Study Team Member's relationships with colleagues are negative or self-serving and they avoid involvement in school and/or district events and projects and do not have current membership in their professional community	Child Study Team Member's relationships with colleagues are cordial and Child Study Team Member participates in school and district events and professional communities when specifically requested	Child Study Team Member participates actively in school and district events and professional communities and maintains positive and productive relationships with colleagues and administrators	Child Study Team Member makes a substantial contribution to school and district events and projects and professional communities and assumes leadership with colleagues.
4e: Engages in professional development	Child Study Team Member does not participate in professional development activities even when such activities are clearly needed to enable appropriate CST functioning	Child Study Team Member's participation in professional development activities is limited to those that are convenient or are required.	Child Study Team Member seeks out opportunities for professional development and engages in areas of development that engender growth in particular discipline	Child Study Team Member actively pursues professional development opportunities and makes a substantial contribution to school community through such activities as offering workshops to colleagues and/or turn-keying presentations.
4f: Demonstrates professionalism	Child Study Team Member displays dishonesty in interactions with colleagues, students, and the public and at times, violates principles of confidentiality	Child Study Team Member is honest in interactions with colleagues, students, and the public and protects confidentiality	Child Study Team Member displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed; and honors confidentiality in all domains	Child Study Team Member can be counted on to hold the highest standards of honesty, integrity, and confidentiality and consistently and proactively advocates for students, staff and parents and often takes a leadership role with colleagues.