

Standard 1: Learner Development – Foundations of Autism Spectrum Disorder (ASD)

The consultant understands the unique development, behavioral, and learning characteristics of individuals with Autism Spectrum Disorder (ASD).

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
1.1 Demonstrates an understanding of the unique developmental, behavioral and learning characteristics of individuals with ASD as compared to typical learners and those with other disabilities.	Demonstrates minimal knowledge of ASD characteristics.	Demonstrate basic knowledge of ASD including understanding characteristics of behavior and learning.	Demonstrates thorough knowledge of ASD including understanding unique characteristics of behavior and learning.	Demonstrates mastery of knowledge of ASD by being a resource to others and teaching/mentoring the unique characteristics of behavior and learning.
1.2 Demonstrates knowledge of expanded functional core curriculum (communication development, social development, self-advocacy, cognitive development, sensory processing, organizational skills, adaptive skills, vocational skills and functional life skills) and how they provide access to academic curriculum.	Does not demonstrate knowledge of expanded functional core curriculum.	Demonstrates limited knowledge of expanded functional core curriculum and may not know how it relates to providing access to academic curriculum.	Demonstrates thorough knowledge of expanded functional core curriculum and how it relates to providing access to academic curriculum.	Demonstrates an extensive knowledge and is a resource to others regarding expanded functional core curriculum and how it relates to providing access to academic curriculum.
1.3 Demonstrates an understanding of a continuum of placement and services available for students and families including self-advocacy, parent education and community resources.	Does not demonstrate an understanding of the full placement options and services for students or families.	Demonstrates limited knowledge of a continuum of placement and services of students and families including parent education and community resources.	Demonstrates thorough knowledge and understanding of the full continuum of placement options and services for students and families including parent education and community resources.	Demonstrates mastery level of understanding of full continuum of placement options and services for students and families including parent education and community resources.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> • Is there a demonstrated understanding of a variety of disabilities and their impact on learning? • Are learning styles and developmental needs of students recognized and appropriately used to modify instruction? • Is there a demonstrated knowledge of disability and its impact on development? • Are all appropriate placement options and services for students and families considered and discussed? • Are appropriate modifications utilized to meet student needs? 	<ul style="list-style-type: none"> • Documentation of instructional accommodations and modifications for students • Documentation of how students respond to varied teaching strategies and modifications • Autism Consultant can converse knowledgeably about learner development including behavioral and learning characteristics and their impact on the design and implementation of instruction • Documentation of classroom instructional modifications

Standard 2: Evaluation

The consultant demonstrates an understanding of ASD assessments to determine appropriate service needs.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
2.1 Selects and uses information from assessment tools and methods to determine learner's current level of function.	Does not select or use appropriate assessment tools and methods to determine learner's current levels of function.	With assistance from colleagues, selects available assessment tools and methods to determine learner's current levels of function.	Selects and skillfully uses relevant information from assessment tools and methods to determine learner's current levels of function.	Knowledgeable about a wide variety of assessment tools and serves as a resource to colleagues on assessment tool selection and use.
2.2 Interprets, summarizes and reports assessment results in order to collaborate with teams to develop appropriate programmatic recommendations.	Vague and/or incomplete summarization of assessment results; rarely develops appropriate programmatic recommendations.	Occasionally summarizes and reports assessment results to develop programmatic recommendations.	Consistently interprets, summarizes and reports assessment results in order to collaborate with teams to develop appropriate programmatic recommendations.	Thoroughly understands and explains assessment results in order to collaborate with teams to develop appropriate programmatic recommendations and is a resource to colleagues.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> Is there evidence of data collected and used to determine learner's current developmental level? Is the information communicated in a way that promotes audience understanding? Is assessment data reviewed, both individually and in collaboration with others (such as IEP teams, instructional team, or PLC) to differentiate future instruction? 	<ul style="list-style-type: none"> Review of evaluation reports Documentation of modifications and/or accommodations individualized to student needs Differentiation in analysis of student assessment performance with consideration of special needs of students Meetings with IEP teams to discuss educational impact, IEP goals, modifications and accommodations

Standard 3: Program Development and Implementation

The consultant uses a variety of intervention strategies to expand functional core curriculum to meet the needs of individual learners with ASD.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
3.1 Designs, facilitates and monitors intervention strategies appropriate for both age and skill level of the student.	Does not create/provide intervention strategies based on the age and skill level of the student.	With assistance from colleagues creates/provides intervention strategies based on the age and skill level of the student.	Creates/provides effective intervention strategies using multiple sources, based on the age and skill level of the student.	Teaches others how to create/provide effective intervention strategies using multiple sources, based on the age and skill level of the student.
3.2 Applies the principles of research based interventions to teach identified skills across settings.	Demonstrates limited knowledge of research based interventions.	Demonstrates partial knowledge and application of research based interventions to teach identified skills across settings.	Applies the principles of research based interventions to teach identified skills across settings.	Demonstrates thorough knowledge and teaches others how to consistently apply research based interventions to teach identified skills across settings.
3.3 Trains, models, and coaches adult learners including instructional assistants, teachers, administrators and parents to implement the appropriate research based instructional interventions.	Ineffectively trains adult learners to implement instructional interventions.	Occasionally trains, models, and coaches adult learners to implement instructional interventions.	Routinely trains, models and coaches adult learners to implement the appropriate research based instructional interventions.	Has extensive knowledge and is a trainer of trainers on how to implement appropriate research based instructional interventions.
3.4 Collaboratively plans and supports transitions during the student's educational career (K-21).	Has limited knowledge and makes ineffective recommendations to support transition.	Has knowledge and makes recommendations to support transition appropriate to where the student is in his/her educational career.	Has thorough knowledge and makes appropriate recommendations based on student needs to collaboratively support transition appropriate to where the student is in his/her educational career.	Provides extensive knowledge and makes pro-active/student-centered recommendations based on student need to collaboratively support transition appropriate to where the student is in his/her educational career.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> Are intervention strategies appropriate for the student's developmental and skill level? Are research based interventions implemented in a variety of settings? Are trainings in appropriate instructional based interventions routinely offered? Is there follow up training offered to adult learners for maintenance of skill level? Are recommendations for transitions appropriate for student needs? 	<ul style="list-style-type: none"> Review of classroom behavioral and functional routine data Contact log Anecdotal description of trainings Transition meeting attendance IEP meeting minutes

Standard 4: Communication

The consultant communicates relevant program information to various stakeholders.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
4.1 Communicates program information to district staff, parents and community with regards to school and family culture, prior knowledge and available resources.	Does not communicate program information to district staff, parents and/or community.	While not always effective, communicates program information to district staff, parents and community.	Effectively communicates program information to district staff, parents and community.	Creatively communicates program information to district staff, parents and community in a variety of methods and formats.
4.2 Engages families and community members as partners in the educational process.	Does not engage families and community members.	Uses limited methods for engaging families and community members in the educational process.	Uses a variety of methods to regularly engage students, families and community members as partners in the educational process.	Is a resource to colleagues in providing proactive ways to engage students, families and community members as partners in the educational process.
4.3 Establishes and maintains positive collaborative relationships with families and school teams.	Does not collaborate to establish or maintain relationships with families and school teams.	While not always consistent, attempts to collaboratively establish and maintain positive relationships with families and school teams.	Collaborates consistently and effectively to establish and maintain positive relationships with families and school teams.	Establishes a leadership role in the collaboration among teams both inside and outside the school.
4.4 Communicates information critical to decision making while maintaining confidentiality.	Rarely provides accurate or timely information, and/or does not maintain confidentiality.	Sometimes provides complete, accurate, and timely information to others for decision-making while maintaining confidentiality.	Provides complete, accurate, and timely information to others for decision-making and maintains confidentiality.	Demonstrates leadership by facilitating and informing others of accurate and necessary information for decision-making while maintaining confidentiality.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> • Is the Autism Consultant communicating with district staff, parents and community as needed? • Does the Autism Consultant use a variety of methods to communicate with district staff, parents and community? • Given the school and family culture, does the Autism Consultant tailor their recommendations based on individual needs? • Is confidentiality kept in a professional manner? • Is there evidence of positive collaborative work with team members? • Is information critical to decision making clear and accurate? • Does the consultant's communication include all necessary team members? 	<ul style="list-style-type: none"> • Documentation of communication with families and other team members • Meeting agendas • Active participation in team, school and other meetings • Provide handouts from trainings • Transition plans

Standard 5: Leadership and Collaboration

The consultant seeks appropriate leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
5.1 Takes an active role on a variety of building and district teams.	Rarely engages in meetings and activities designed to plan curriculum, coordinate resources and solve problems.	Sometimes engages in meetings and activities designed to plan curriculum, coordinate resources and solve problems.	Engages in meetings and activities designed to plan curriculum, coordinate resources and solve problems.	Initiates opportunities for staff collaboration to plan curriculum, coordinate resources and solve problems.
5.2 Works collaboratively with educators, families and related service providers to support learner development and educational access.	Rarely invites interactive communication to support learner development and educational access.	Sometimes invites interactive communication. Shares information to support learner development and educational access.	Invites interactive communication to support learner development and educational access.	Uses interactive communication to foster a culture in which students and/or families know how to advocate for and articulate their learning needs in order to improve achievement
5.3 Responds to a variety of district-wide needs; such as requests for information, support, and crisis management in a timely manner.	Does not collaborate with supervisor, staff and parents to exchange information.	Inconsistently collaborates and coordinates schedules with supervisor, staff and parents to exchange information.	Actively collaborates and coordinates schedules with supervisor, staff and parents to exchange information in a timely manner.	Proactively collaborates to address current needs and to anticipate future program needs.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> Is there evidence of communication establishing a working relationship with colleagues? Is there evidence of collaborative work with team members? Does the Autism Consultant work with related service providers to design, implement, and evaluate instructional plans for students with ASD? Does the Autism Consultant provide consultation and/or support for school personnel? Are students, families and other community resources encouraged to collaborate and be involved in learner development? Does the Autism Consultant collaborate with the school staff and family to facilitate student participation in the least restrictive environment? 	<ul style="list-style-type: none"> Documentation of communication/contact logs Provide training, training materials and/or arrange guest speakers Contact log Strategies provided are relevant to meet the needs of the team and student Provides feedback and suggestions Modeling best practice or providing staff development Facilitates communication within and between schools

Standard 6: Professionalism and Ethical Practice

The consultant engages in ongoing professional learning and uses evidence to continually evaluate and modify his/her practice to meet the needs of each learner.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
6.1 Demonstrates knowledge of district, state and federal regulations and guidelines pertaining to related service provisions.	Demonstrates inadequate understanding of federal, state and district regulations and policies addressing professional standards of practice and ethical principles (e.g. OAR, ORS, IDEA).	Demonstrates limited understanding of and compliance with federal, state and district regulations and policies addressing professional standards of practice and ethical principles (e.g. OAR, ORS, IDEA).	Demonstrates thorough understanding of and full compliance with federal, state and district regulations and policies addressing professional standards of practice and ethical principles (e.g. OAR, ORS, IDEA).	Demonstrates an understanding of the larger context of public education policy by staying abreast of changing laws and ethical standards, through literature, professional development or activities.
6.2 Engages in ongoing learning opportunities to develop and apply knowledge and skills.	Rarely engages in professional learning opportunities.	Engages in professional learning opportunities, but demonstrates little or no implementation of new knowledge and skills.	Engages in professional learning opportunities based on self-assessment. Implements new knowledge and skills.	Initiates and pursues professional learning opportunities and actively shares expertise with others. Consistently implements new knowledge and skills in their practice.
6.3 Demonstrates flexibility, adaptability, and responsiveness in meeting school, staff and student needs.	Adheres to his or her planned services, in spite of evidence of the need for change.	Makes minimal changes in services when confronted with evidence of the need for change.	Makes changes in services as needed in response to student and/or team input.	Is continually seeking ways to improve services, and makes changes as needed in response to student and/or team input.
6.4 Collects data for maintenance of departmental documentation including student contact logs, case load lists, and IEP's.	Does not collect or analyze data.	Data collection is incomplete and/or inconsistently analyzed.	Consistently collects and analyzes a variety of data for maintenance of departmental documentation.	Uses collected data to analyze and predict trends in future needs. Develops departmental systems to refine data collection.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> Are strengths and areas of growth identified during self-assessment and/or based on feedback or results? Is professionalism exhibited based on confidentiality; legal and ethical rights and responsibilities; and school, district, and state performance requirements? Are professional growth opportunities selected and participated in which relate to previously identified areas of opportunity for growth? Does the consultant experiment with new ideas or adapt his/her practice as a result of professional growth opportunities? 	<ul style="list-style-type: none"> Professional Growth Goals Self-assessment rubrics with documented reflection and relevance to Professional Growth Goals Active participant and/or contributor in team and school meetings Practice which reflects knowledge of legal and ethical rights and responsibilities Demonstrated ethical and professional behavior in all dealings and interactions Contact logs