

**RUBRIC ASSESSMENT: HOME-SCHOOL VISITOR (HSV)**

Date ☐ Self-Assessment ☐ Evaluator Assessment ☐

Formal Observation ☐ Individual Growth Project ☐ Intensive Support Plan ☐ Summative ☐

**Domain 1: Planning and Preparation**

Component	Failing	Needs Improvement	Proficient	Distinguished
<b><i>1a: Demonstrating Knowledge of Content and Pedagogy</i></b>	Plans and practices reflect little or no knowledge of policy and procedures and relevant laws and regulations.	Plans and practices reflect some knowledge of policy and procedures and relevant laws and regulations.	Plans and practices reflect solid knowledge of policy and procedures and relevant laws and regulations.	Plans and practices reflect extensive knowledge of policy and procedures and relevant laws and regulations.
<b><i>Evidence/Examples</i></b>	<p>HSV does not have knowledge of the McKinney-Vento act.</p> <p>HSV has no understanding of the PA School Code as it relates to attendance.</p>	<p>HSV can demonstrate some knowledge of the district's attendance policies.</p> <p>HSV shows little understanding of the District's Educational Trip Policy.</p>	<p>HSV was able to accurately discuss the district's attendance policy with a family.</p> <p>HSV was able to provide a student with detailed information relating to the District's Homebound Policy.</p> <p>HSV is successful in prosecuting truancy cases for the District.</p>	<p>HSV provides professional development for staff regarding McKinney Vento Law.</p> <p>HSV is meeting with local Judges to advocate for truancy policies.</p>

Component	Failing	Needs Improvement	Proficient	Distinguished
<b><i>1b: Demonstrating Knowledge of Students/Demonstrating Knowledge of Students and Families</i></b>	<p>HSV exhibits little or no knowledge of student and family backgrounds, cultures, skills, language proficiency, interests and/or special needs.</p> <p>HSV services are not aligned with the needs of students and families.</p>	<p>HSV has some knowledge of student and family backgrounds, cultures, skills, language proficiency, interests and/or special needs.</p> <p>HSV tasks are usually aligned with the needs of students and families.</p>	<p>HSV has adequate knowledge of student and family backgrounds, cultures, skills, language proficiency, interests, and/or special needs. A variety of sources was used to attain reliable and valid information.</p> <p>Through consultation with all relevant parties, the HSV ensures that services are aligned with the needs of students and families.</p>	<p>HSV has extensive knowledge of student and family backgrounds, cultures, skills, language proficiency, interests, and/or special needs. A variety of sources was used to attain reliable and valid information.</p> <p>Through consultation with all relevant parties, the HSV ensures that services are aligned with the needs of students and families and monitored for effectiveness.</p>
<b><i>Evidence/Examples</i></b>	<p>HSV does not conduct interviews or review records to learn more about a family and several children who are homeless.</p> <p>HSV frequently fails to complete residency investigations.</p>	<p>HSV was able to conduct a brief interview with a family and do a review of records but did not interview involved school staff.</p> <p>HSV did not provide written documentation to a family at the conclusion of a fraudulent residency investigation.</p>	<p>HSV reviewed records, conducted interviews and observations with all parties, and administered a needs assessment to ensure that a student with a history of abuse was provided with protection and related services.</p> <p>HSV notified family of student withdrawal due to residency issues within adequate appeal time.</p>	<p>Utilizes data to collaborate and affect change with local community agencies to help meet the needs of the students and families.</p> <p>Utilize interagency data to affect systematic change.</p>
Component	Failing	Needs Improvement	Proficient	Distinguished
<b><i>1c: Setting Service Delivery Outcomes/Setting Instruction Outcomes</i></b>	<p>Service delivery outcomes do not reflect the needs of individuals and are not measurable. There are limited opportunities for coordination and alignment with instruction.</p>	<p>Service delivery outcomes inconsistently reflect the needs of individuals and may or may not be measurable. There are some opportunities for coordination and alignment with instruction.</p>	<p>Service delivery outcomes consistently reflect the developmental and learning needs of individuals and are measurable.</p> <p>Service delivery outcomes are integrated and aligned with instruction.</p>	<p>Service delivery outcomes reflect the developmental and learning needs of individuals, are measurable and integrated and aligned with standards-based instruction.</p> <p>HSV considers outcomes within the context of systems level goals.</p>
<b><i>Evidence/Examples</i></b>	<p>Truancy plan do not reflect the needs of a student.</p> <p>HSV establishes outcomes for a student but does not identify activities and techniques that are going to be implemented.</p>	<p>HSV adopts a generic intervention to improve attendance for all students.</p> <p>Service delivery outcomes are measurable but the timeline for attaining them is unrealistic</p>	<p>HSV collaborates with students, their families and community stakeholders to determine needs and improve student attendance.</p> <p>HSV can explain to the school team how the outcomes are tied to local, state and national standards and shows them an example.</p>	<p>HSV meets regularly with stakeholders to provide updates regarding service delivery goals and outcomes.</p> <p>HSV collaborates with stakeholders regarding the quality of data sources that will be used to revise and refine service delivery outcomes.</p> <p>HSV regularly establishes outcomes and examples that reflect what individuals will learn as a function of their services.</p>

<b>Component</b>	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b><i>1d: Demonstrating Knowledge of Resources</i></b>	HSV do not demonstrate knowledge with resources	HSV demonstrates some knowledge of resources and the ability to use this information to inform planning and preparation of services.	HSV demonstrates sufficient knowledge of resources and uses this information to inform planning and preparation relative to provision of comprehensive services.	HSV 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.
<b><i>Evidence/Examples</i></b>	HSV has no knowledge of Basic Education Circular for Truancy.  HSV does not collaborate with community agencies.	HSV has limited knowledge of Basic Education Circular for Truancy to provide for a family of student with attendance issues.  HSV works with one particular community agencies and do not explore other resources for students and families.	HSV provides truancy related resources to families with truancy issues.  HSV works with numerous community agencies in order to make appropriate referrals for students and families.	HSV provides professional development for colleagues regarding Basic Education Circular for Truancy at faculty meetings or in-services sessions.  HSV attend community agencies meetings and can identify gaps to improve resources for families and students.  HSV sits on the Board for a community agency.
<b>Component</b>	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b><i>1e: Designing Coherent Instruction/Designing Coherent Service Delivery</i></b>	HSV is unable to contribute to the meaningful design of comprehensive service delivery due to limited knowledge in designing structures, supports, processes, and resources.	HSV is able to partially contribute to the meaningful design of comprehensive service delivery due to some knowledge in designing structures, supports, processed, and resources.	HSV is able contribute to the meaningful design of comprehensive service delivery due to sufficient knowledge in designing structures, supports, processes, and resources.	HSV 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.
<b><i>Evidence/Examples</i></b>	HSV fails to conduct an assessment at all of a student with attendance/behavior problems  HSV fails to use key information from existing records and prior assessments to meaningfully engage a student who is homeless.	HSV is able to identify a attendance/behavioral intervention that might support student success.	The roles of the HSV, family and student are clearly defined.  HSV 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.	HSV uses a multi-systems approach to engage the student and family in selecting resources and supports that are aligned to their needs and strengths.  The student and family can describe their role in the decision-making process and what they have learned.

Component	Failing	Needs Improvement	Proficient	Distinguished
<i>If: Designing Student Assessments</i>	HSV is not able to identify assessment methods and measures that are congruent with attendance data.	HSV is to identify whether some attendance outcomes were attained via the use of appropriate methods of measures.	HSV is able to identify whether the majority of attendance outcomes were attained via the use of appropriate methods and measures and recommend appropriate adaptations for groups of students.	HSV's approach to assessment is fully aligned with instructional outcomes for both content and process.  Assessment methodologies have been adapted for individual students as needed.
<i>Evidence/Examples</i>	HSV is not able to evaluate attendance trends and interpret that data.  Unable to set an assessment plan with clear criteria or standards or alignment with service delivery outcomes or individual student needs.	HSV is limited in ability to help accurately interpret attendance data.  The assessment tools are not suitable for the intervention.	HSV provides District level attendance data and offers reliable and valid measures for use within the attendance policy.  The assessment tools measures outcomes for the invention provided.	HSV facilitates data analysis of attendance data with District Administrators.  Based on the data the HSV develops an assessment tool.

Domain 2: The Environment				
Component	Failing	Needs Improvement	Proficient	Distinguished
<b>2a: Creating an Environment of Respect and Rapport</b>	Interactions with students and families are negative, inappropriate, or insensitive to cultural backgrounds and characterized by sarcasm, put-downs and/or conflict.	Interactions with students and families are generally appropriate.  At times, there may be issues related to insensitivity to cultural or developmental factors.	Interactions with students and families are characterized by adequate rapport.  Students and families report that the relationship is supportive and caring.  Cultural and developmental differences are acknowledged and respected.	Interactions with students and families are consistently characterized by a high level of rapport.  Students and families report that the relationship is supportive and caring.  Cultural and developmental differences are acknowledged and respected.  The environment is evaluated and adapted accordingly within the context of individual, family, cultural and other related variables.
<b>Evidence/Examples</b>	The HSV breached confidentiality.  The HSV spoke negatively about a family during a meeting.  The HSV confronted a family publicly about an attendance issue.	The HSV unintentionally offended a family when a student on their caseload was absent. The family was offended because it was their religious holiday.  The HSV remains professional and does not engage in a power struggle with an administrator concerning a policy issue.	The HSV rearranges the seating to create a comfortable environment for a family whose culture values a less formal setting.  The HSV effectively talks with a student who made a derogatory comment about a teacher.  HSV visits a family in their home because they are uncomfortable meeting in the school building.	The HSV invites educators to discuss the issue of confidentiality and protocol for maintaining it in an effort to build relationships and be pro-active.  The HSV works with school personnel and the larger community to secure a Thanksgiving meal to a family that is homeless.  HSV delivers registration paperwork to a homeless family who unable to find transportation.

Component	Failing	Needs Improvement	Proficient	Distinguished
<b>2b: Establishing a Culture for Learning</b>	<p>HSV does not contribute to a culture for academic success.</p> <p>The HSV communicates low expectations for student achievement, behavior and attendance.</p>	<p>HSV contributes to a culture for academic success when directed by others.</p> <p>The HSV communicates reasonable expectations for student achievement, behavior and attendance. However, there are inconsistent levels of supportive accountability.</p>	<p>HSV establishes a culture for academic success through establishment of resources to address behavioral, social-emotional, cognitive, cultural and familial strengths and needs.</p> <p>High but realistic expectations are communicated through the establishment of positive reinforcement, supportive accountability and supervision.</p>	<p>HSV establishes a culture for academic success through establishment of resources to address behavioral, social-emotional, cognitive, cultural and familial strengths and needs.</p> <p>High but realistic expectations are communicated through the establishment of positive reinforcement, supportive accountability and supervision.</p> <p>The HSV is instrumental in mobilizing a team of individuals who work together to help students achieve success.</p>
<b>Evidence/Examples</b>	<p>HSV does not intervene with a student who has refused to come to school.</p> <p>HSV does not actively try to help the school improve below average attendance rates.</p>	<p>HSV was not aware of cultural factors and was directed by the supervisor to research issues related to eye contact and interpersonal distance.</p> <p>HSV 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.</p>	<p>HSV 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.</p> <p>HSV helps a family get a school uniform so that their child can attend school.</p> <p>HSV identifies and secures homebound instruction for a student with a chronic illness.</p>	<p>HSV 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.</p> <p>HSV 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.</p> <p>HSV helps families who are concerned about attendance identify cyber-school options.</p>
Component	Failing	Needs Improvement	Proficient	Distinguished
<b>2c: Managing Classroom Procedures/Managing Procedures (Classroom)</b>	<p>HSV does not follow routines or procedures.</p> <p>The role in managing novel or crisis situations is marginal.</p> <p>Tasks are not completed in a timely fashion.</p>	<p>HSV follows routines and procedures as outlined and is partially involved in managing novel and crisis situations.</p> <p>Ability to manage time effectively is inconsistent.</p>	<p>HSV contributes to the development and maintenance of routines and procedures, as well as novel and crisis situations that impact a school and/or district.</p> <p>Time-management skills are adequately developed.</p>	<p>HSV 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.</p> <p>Excellent time management skills are exhibited.</p>
<b>Evidence/Examples</b>	<p>HSV failed to follow-up on a request for a residency check.</p> <p>HSV did not follow district truancy procedures.</p>	<p>HSV does not consistently attend regularly scheduled meetings.</p> <p>HSV is usually accessible and dependable.</p>	<p>HSV provided a family with truancy information in a timely manner.</p> <p>HSV prioritized a student crisis over daily activities (e.g., eviction, abuse allegations, etc.).</p>	<p>HSV volunteered to serve on the district’s anti-bullying committee.</p> <p>HSV provided school faculty with recent updates related to juvenile offenses and procedural information.</p> <p>HSV provides district administrators with truancy court updates.</p>

<b>Component</b>	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>2d: Managing Student Behavior</b>	Standards of conducts are not clear or consistent when working with individuals.  Little or no assistance is provided to school personnel at the systems and individual level relative to implementations of student's attendance strategies.	Standards of conduct are clear but applied inconsistently with clients.  Some assistance is provided to school personnel at the systems and individuals level relative to implementations of student's attendance strategies.	Standards of conduct are clear and consistently applied.  Adequate assistance is provided to school personnel at the systems and individuals level relative to implementation of student's attendance strategies.	Highest standards of conduct are clear and effectively applied.  Comprehensive assistance is provided to school personnel at the systems and individual level relative to implementation of student's attendance strategies.
<b>Evidence/Examples</b>	HSV does not offer support to students, staff, or the school community in this area. For example, does not familiarize themselves with District Attendance Policy.  HSV notices two students misbehaving in hallway and does not intervene.	HSV offers some supports in this area but not on a regular basis. For example, sit on SAP team but is not an active participant.  HSV addresses student misbehavior but student immediately returns to the behavior once the HSV leaves.	HSV reviews attendance data to look at trends and provide possible interventions to improve attendance.  HSV is active in district-wide programs such as bullying/violence prevention, restorative practices and/or character education.	HSV is an expert in attendance policies at the District and State level and stay current with policy updates.  HSV enlists parents and community members to work with students to improve the environment.
<b>Component</b>	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>2e: Organizing Physical Space</b>	HSV does not effectively organize physical space to ensure privacy, safety, and confidentiality.	HSV demonstrates some ability to organize physical space to ensure privacy, safety, and confidentiality.	HSV demonstrates adequate ability to physical space to ensure privacy, safety, and confidentiality.	HSV is highly effective in organizing physical space and assisting others to the same to ensure maximal levels of privacy, safety, and confidentiality.
<b>Evidence/Examples</b>	HSV does not secure confidential attendance files.  The office is not set up with safety in mind. Power cord and furniture placement present physical hazards and unsecure records result in lack of privacy and confidentiality.	HSV 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 safer environment. However, location is suitable for many group activities.	HSV identifies an appropriate and secure location for attendance files and information.  HSV has taken measures to maintain confidentiality and safety through organization of student information and placement of furniture.	HSV stores all attendance files in secure and confidential location at all times.  Students are able to appropriately choose seating and proximity when entering the office.

Domain 3: Service Delivery				
Component	Failing	Needs Improvement	Proficient	Distinguished
<b>3a: Communicating with Students/Communicating with Students and Their Families</b>	Communication with students and their families is limited and/or ineffective.	Oral and written communication with students and families is adequate. Sensitivity regarding cultural, developmental, religious and other related variables is evolving.	Oral and written communication with students and families is effective and consistent. Sensitivity regarding cultural, developmental, religious and other related variables is demonstrated.	Oral and written communication with students and families is highly effective and consistent. Sensitivity regarding cultural, developmental, religious and other related variables is demonstrated and results in positive outcomes. HSV is seen as a leader in fostering positive and strong home-school relationships.
<b>Evidence/Examples</b>	<p>HSV develops a letter with misinformation related to truancy citations.</p> <p>HSV does not clearly state the reason for initiating a meeting with a family in their home.</p> <p>HSV repeatedly fails to respond to family inquiries.</p>	<p>Written communication is mostly accurate and improving.</p> <p>HSV attempts to minimize the use of jargon and acronyms when communicating with students and families.</p> <p>HSV is inconsistent in providing attendance documents to essential personnel.</p>	<p>HSV solicits input from a student regarding his tardiness, meets with parents to address the concern and summarizes the meeting and plan in writing.</p> <p>HSV is able to provide correct information in reference to the McKinney-Vento Act in order to effectively advocate for a student.</p> <p>HSV responds to parent requests and/or concerns in a timely and consistent manner.</p>	<p>HSV 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.</p> <p>HSV attends Back to School Night and disseminates reliable information related to improving school attendance.</p> <p>HSV provides parents with effective strategies for dealing with chronic absenteeism.</p>



Component	Failing	Needs Improvement	Proficient	Distinguished
<b>3b: Using Questioning and Discussion Techniques/Gathering Information</b>	<p>HSV's information-gathering techniques are generally ineffective and unreliable.</p> <p>Attempts to gather information do not elicit student and/or family participation and do not include other key parties.</p>	<p>HSV's information-gathering techniques are generally effective and reliable.</p> <p>Attempts to gather information elicit student and/or family participation but may not consistently include information from other key parties.</p>	<p>HSV information-gathering techniques are consistently effective, reliable and comprehensive in nature.</p>	<p>HSV information gathering techniques are characterized by thoughtful preparation, highly effective interactions, strategic use of knowledge of District policy and procedures and inform goal development within a team context.</p> <p>Students, families, and other key parties are empowered to actively participate in the process.</p>
<b>Evidence/Examples</b>	<p>HSV is often unable to establish rapport and gather information from students.</p> <p>HSV completed a Truancy Elimination Plan without soliciting parent input.</p>	<p>When conducting a verification of residency, HSV mostly asks questions that are related to the situation.</p> <p>HSV only gathers current year's attendance data when developing a Truancy Elimination Plan.</p> <p>During a residency investigation, the HSV fails to verify property ownership and lease status.</p>	<p>HSV actively solicits parent, student and other participation when developing a Truancy Elimination Plan.</p> <p>HSV develops a well-planned agenda to keep information-gathering meeting focused, efficient and effective.</p> <p>HSV organizes a parent meeting with school administrator and counselor to discuss truancy issues.</p>	<p>HSV includes involved stakeholders when developing a Truancy Elimination Plan and asks an educator who is close to the student to be involved.</p> <p>HSV 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.</p> <p>HSV contacts the SRO or local police authority to obtain information related to a student's runaway status.</p>

Component	Failing	Needs Improvement	Proficient	Distinguished
<b>3c: Engaging Students in Learning/Engaging Students, Families, and Stakeholders in Learning</b>	Families, students and stakeholders are not meaningfully engaged or their engagement is limited in nature.	Families, students and stakeholders are moderately engaged throughout service delivery; however the structures and supports that are used to facilitate continued engagement in intervention are in need of further development.	Families, students and stakeholders are effectively engaged throughout service delivery.  Structures and supports have been mobilized to facilitate continued engagement in intervention.	Families, students and stakeholders are effectively and meaningfully engaged throughout service delivery.  Structures and supports have been mobilized to facilitate continued engagement in intervention.  All parties are empowered to participate and monitor the impact of the intervention toward continued success and positive outcomes.
<b>Evidence/Examples</b>	HSV does not work with the family to address a student's problem with truancy.  HSV blames an elementary child for habitual lateness.	HSV files citation for truancy without first engaging family in attendance process.  HSV has conversations with both student and family, but is unsuccessful in reaching agreement as to reason for truancy and a plan to decrease it.	HSV has ongoing contact with family to monitor changes in their living situation and adjust the intervention plan accordingly.  HSV works with the school to secure an additional intervention for a student who was recently arrested.  HSV filed a legal notification before going to truancy court.	HSV joins a school-based committee to discuss the current percentage of homeless students and proposes ways that the school may deal with the issue.  Intervention is successful and results in higher achievement and graduation. HSV develops a plan to assist families that have relocated to other areas within the district.
Component	Failing	Needs Improvement	Proficient	Distinguished
<b>3d: Using Assessment in Service Delivery/Using Strategies in Service Delivery</b>	Interventions are not targeted to student's needs. HSV does not monitor progress towards goal achievement through ongoing data collection. Feedback to students and families is absent or of poor quality. Students and families are not engaged in self-assessment.	Interventions are sometimes matched to student needs. HSV provides some monitoring of progress toward goals through ongoing data collection. Students and families are not consistently engaged in self-assessment.	Interventions are consistently and effectively matched to student needs. HSV conducts ongoing monitoring of progress using reliable and valid data sources. Feedback to students and families is frequent and helpful.	Interventions are consistently and effectively matched to student needs. HSV conducts ongoing monitoring of progress using reliable and valid data sources. Feedback to students and families is frequent and helpful. Response to intervention is used to make ongoing changes and improve outcomes and services.
<b>Evidence/Examples</b>	Interventions recommended during Truancy Elimination Planning meeting were not matched to the presenting problem.  HSV does not hold regular meetings to assess student progress.	HSV intermittently monitors student progress.  HSV provides adequate feedback but it is not always provided in a timely manner.	HSV meets regularly with a family to discuss progress, review qualitative and quantitative indicators and engage them in developing next steps.  HSV uses research validated interventions or initiates action research of individualized or modified intervention.	In addition to regular meetings with the family, HSV provides regular updates to all stakeholders on goal attainment and recommended changes to the intervention.  HSV convenes <i>data team</i> to obtain comprehensive information from multiple sources to monitor progress.

Component	Failing	Needs Improvement	Proficient	Distinguished
<b>3e: Demonstrating Flexibility and Responsiveness</b>	Once service delivery plan is developed, HSV adheres to the service delivery plan, even when a change would improve the service delivery. When students experience difficulty, the HSV does not intervene.	HSV attempts to modify the service delivery plan when needed in response to changing student needs and has moderate success.  HSV is somewhat flexible in providing individualized services to students and works within the constraints of the school environment.	Based upon progress-monitoring and evaluation data, the HSV makes routine and necessary adjustments to service delivery plans as needed.  HSV is responsive to input from stakeholders and makes accommodations and adjustments to intervention accordingly.	Based upon progress-monitoring and evaluation data, the HSV makes routine and necessary adjustments to service delivery plans as needed.  HSV is responsive to input from stakeholders and makes accommodations and adjustments to intervention accordingly while advocating for research-based approaches and empowering others to adopt those same strategies and approaches.
<b>Evidence/Examples</b>	HSV fails to modify their work schedule to meet with parents.  HSV does not refer student showing signs for stress and depression to a mental health specialist or the building wide Student Assistance Program.	HSV is inconsistently available to meet with students who are requesting assistance.  HSV identifies potential mental health risks for student but does not refer or increase support for basic needs including lack of food in the home and inadequate clothing.	HSV willingly transports students from the school building when a request is made.  HSV takes into account family observance of Ramadan in scheduling meetings.	HSV will reschedule truancy hearings when a family has a legitimate reason.  When deficiencies or needs in service delivery are identified, the HSV will take 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
<b>4a: Reflecting on Teaching/Reflecting on Practice and Student Learning</b>	<p>The HSV's reflection does not accurately assess the effectiveness of interventions or the degree to which outcomes were met.</p> <p>No meaningful suggestions can be identified to improve service delivery.</p>	<p>The HSV's reflection is a generally accurate impression of effectiveness of interventions, as well as the degree to which outcomes were met.</p> <p>General recommendations regarding the improvement of service delivery can be garnered.</p>	<p>The HSV's reflection accurately assesses the effectiveness of intervention and degree to which outcomes were met.</p> <p>The HSV is able to identify evidence to support their evaluation and generate specific recommendations for service delivery improvement.</p>	<p>The HSV's reflection accurately assesses the effectiveness of intervention and degree to which outcomes were met.</p> <p>The HSV is able to identify evidence to support their evaluation and generate specific recommendations for service delivery improvement.</p> <p>Recommendations are based upon research and best practice in the field.</p>
<b>Evidence/Examples</b>	<p>HSV states Truancy Elimination Plan meeting went well, although the evidence suggests that the intervention was ineffective.</p> <p>HSV does not reflect on ways to improve service when progress is not being made.</p>	<p>HSV reflects that Truancy Elimination Plan was not effective based on data and/or report from stakeholders.</p> <p>HSV has basic ideas for improving truancy elimination plan meetings.</p> <p>HSV does not relate their practice to current theoretical models, research and data informed practice.</p>	<p>HSV reflects and identifies specific examples of how the TEP meeting was effective based on formal and informal data sources.</p> <p>HSV suggests and plans concrete ways of making improvements, based on data and research.</p> <p>HSV provides information gathered from the student's TEP in the truancy hearing.</p>	<p>HSV seeks assistance through supervision to discuss data interpretation and brainstorm research-based interventions that would be appropriate.</p> <p>HSV adjusts the intervention based upon data results and supervision, while continually using evidence to improve his/her practice and student/family outcomes.</p> <p>HSV meets with Administration and Supervisor to review attendance policy and school calendar for annual updates.</p>

Component	Failing	Needs Improvement	Proficient	Distinguished
<b>4b: Maintaining Accurate Records/Maintaining Systems for Managing Students' Data</b>	The record keeping system for student progress in goal achievement and/or non-service delivery activities is either absent or in disarray.	HSV partially maintains accurate records that are systematic and comprehensive.  Records are maintained according to the school/district policy and state and federal law.	HSV maintains accurate records that are highly systematic and comprehensive.  Records are maintained according to the school/district policy and state and federal law.  Records are used as a basis for service delivery planning and improvement.	HSV maintains accurate records that are highly systematic and comprehensive.  Records are maintained according to the school/district policy and state and federal law.
<b>Evidence/Examples</b>	HSV does not complete necessary record keeping duties.  HSV does not compile reports in timely manner.	HSV does complete recording keeping duties but not in a timely manner.  Documentation is not filed or organized on a regular basis, but is accessible.	HSV does complete recording keeping duties in a timely fashion.  Documentation is completed, filed and organized accordingly.  HSV works with all building attendance secretaries to maintain accurate records.	HSV has accurate or organized records that are easily accessible to supervisors if needed.  Technology is utilized for tracking progress towards goals.  Accurate attendance records are produced for all truancy court proceedings.
Component	Failing	Needs Improvement	Proficient	Distinguished
<b>4c: Communicating with Families/Communicating with Families and Stakeholders</b>	The HSV provides little/no information to stakeholders about the service delivery program and/or individual students.  Communication with Stakeholders is insensitive or inappropriate to the culture of the stakeholders and/or makes no attempt to engage stakeholders in the service delivery program.	The HSV provides minimal and/or occasionally insensitive communication to stakeholders and/or in response to family concerns. There is partial success in attempts to engage stakeholders in the service delivery program.  Letters to parents contain jargon and acronyms that are difficult to understand.  Translated versions of common documents are not made available.	The HSV provides frequent, culturally- appropriate information to stakeholders about the service delivery program, student progress, and responses to stakeholder concerns; frequent, successful efforts are made to engage stakeholders in the service delivery program.	The HSV provides frequent, culturally-appropriate information to stakeholders.  The HSV also encourages student voice in communication with stakeholders.  Successful efforts to engage stakeholders in the service delivery program and evaluation enhance student academic achievement.
<b>Evidence/Examples</b>	HSV avoids staff communication and doesn't make time to meet with staff regarding student needs/progress.  Stakeholders are unaware that student is receiving service because no contact is made.	HSV makes contact with stakeholders when needed but not on a regular basis.  Letters to parents contain jargon and acronyms that are difficult to understand.  Translated versions of common documents are not made available.	HSV respects confidentiality while engaging stakeholders through regular communication regarding the needs and progress of the student.  HSV obtains release of records document from parent to allow discussion between student's medical provider and school stakeholders.	Students and families are encouraged to share progress reports with community agencies that are involved.  HSV utilizes the school's medical department to work with family's medical provider to obtain proper absence documentation.

Component	Failing	Needs Improvement	Proficient	Distinguished
<b>4d: Participating in a Professional Community/Participating in the Professional and School Community</b>	<p>HSV relationships with colleagues are negative or self-serving.</p> <p>There is no participation and general avoidance of school events and/or school and district projects.</p>	<p>HSV relationships are cordial and fulfill required school/district duties.</p> <p>There is occasional involvement in school events and/or school/district projects as requested.</p>	<p>HSV relationships are characterized by mutual support and cooperation.</p> <p>Active participation in school events and school/district projects is clear.</p> <p>The HSV makes meaningful contributions.</p>	<p>HSV relationships are characterized by mutual support, cooperation and leadership.</p> <p>HSV promotes a culture of inquiry and makes substantial contributions to school/district projects.</p>
<b>Evidence/Examples</b>	<p>HSV isolates self from school activities.</p> <p>HSV only participates when beneficial to self.</p> <p>HSV does not work after scheduled hours even when responsibilities of job are not completed.</p>	<p>HSV is polite and respectful to colleagues, but only attends functions when instructed by principal or supervisor.</p> <p>HSV does not share strategies with colleagues unless requested.</p>	<p>Since HSV's involvement, principals/stakeholders notice improvement in overall school climate.</p> <p>HSV volunteers time for after school functions.</p> <p>HSV shares resources from professional development without requests/reminders.</p>	<p>HSV develops resource library for social, emotional, behavioral interventions and strategies for use by colleagues/staff.</p> <p>HSV might contribute articles to school newsletter related to truancy, McKinney-Vento, etc.</p> <p>HSV is available during the Districts Back to School Nights for parent questions and comments.</p>
Component	Failing	Needs Improvement	Proficient	Distinguished
<b>4e: Growing and Developing Professionally</b>	<p>HSV does not engage in professional development activities.</p> <p>There is avoidance of feedback on performance, and no contributions to the larger profession.</p>	<p>HSV engages in professional development activities to a limited extent.</p> <p>There is reluctance to solicit or accept feedback on performance and limited contributions to the larger profession.</p>	<p>HSV seeks out professional development opportunities, welcomes feedback on performance and actively participates in assisting other HSVs.</p>	<p>HSV seeks opportunities for professional development. Systematic effort is made to conduct action research, solicit feedback and initiate important contributions to the profession.</p> <p>HSV offers workshops to colleagues, pilots new programs, and mentors new staff members.</p>
<b>Evidence/Examples</b>	<p>HSV does nothing to improve practice. They are absent during district professional development events.</p> <p>HSV does not have a plan to evaluate or improve her/his professional competence.</p>	<p>HSV only attends district level professional development events when instructed to do so.</p> <p>HSV does not regularly collaborate with fellow educators or relate their role to the district mission.</p>	<p>HSV is attending district level training and seeks out external training opportunities.</p> <p>HSV utilizes local conferences to enhance networking and attendance knowledge.</p>	<p>HSV seeks out leadership opportunities within the related professional associations.</p> <p>They are taking information learned and educating colleagues, offering trainings in the content areas, and using the information in consultations.</p> <p>They are also working with local colleges/universities to provide internship opportunities.</p> <p>HSV has communication with PDE and PSEA organization to update attendance information.</p>

Component	Failing	Needs Improvement	Proficient	Distinguished
<b>4f: Showing Professionalism</b>	HSV interactions 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.	HSV interactions are characterized by honest, genuine but inconsistent attempts to serve students makes decisions based on limited data, and/or minimal compliance with applicable institutional and professional regulations.	HSV displays the necessary standards of honesty, integrity, and confidentiality, reflective of the institution and the profession.  The HSV participates in leadership roles in serving students, challenging negative attitudes/practices, and ensuring full compliance with applicable regulations.	HSV displays the highest standards of honesty, integrity, and confidentiality, reflective of the institution and the profession.  HSV inspires professionalism in others through seeking out leadership roles in serving students, challenging negative attitudes/practices, and ensuring full compliance with applicable regulations.
<b>Evidence/Examples</b>	Colleagues do not seek support from HSV because they have not had good experiences.  HSV undermines student and family confidentiality during conversations with others.	HSV is selective about the students and families whom they assist.  The HSV appears to be concerned with their case load.	HSV accepts all duties and responsibilities for students and families on their case load.  The HSV collaborate with colleagues as needed, while maintaining confidentiality.	HSV voluntarily withdraws truancy complaint due to clerical error and notifies family of corrected attendance information.  HSV is willing to change outcome due to receipt of new accurate information.  HSV advocates for improved professional practice and services for students through, for example, research or service on boards, organizations or committees.