**Review Rubric**

**Professional Transitions to Public Schools course**

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of provider:

Feedback on introductory material:

Check the option that best applies:

( ) Approval

( ) Reapproval

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criteria | **Acceptable** | **Needs Improvement** | **Not found** | **Reviewer Notes** |
| 1. Demonstrate an understanding of school and special education laws and policies (national, state, and local) and their application to decision-making processes in the educational setting.
 | Proposal clearly aligns with criteria and shows how participants will demonstrate learning  | Criteria is identified in the proposal, but participants’ opportunities to demonstrate knowledge are not clearly stated.  |  |  |
| 1. Understand and demonstrate knowledge of working within the culture of the schools, creating an environment that fosters safety, health, and learning for the students;
 | Proposal clearly aligns with criteria and shows how participants will demonstrate learning  | Criteria is identified in the proposal, but participants’ opportunities to demonstrate knowledge are not clearly stated.  |  |  |
| 1. Demonstrate knowledge of appropriate resources in the school setting
 | Proposal clearly aligns with criteria and shows how participants will demonstrate learning  | Criteria is identified in the proposal, but participants’ opportunities to demonstrate knowledge are not clearly stated.  |  |  |
| 1. Demonstrate knowledge of collaboration with team members which may include parents, teachers, administrators, and others to support learning outcomes for all students
 | Proposal clearly aligns with criteria and shows how participants will demonstrate learning  | Criteria is identified in the proposal, but participants’ opportunities to demonstrate knowledge are not clearly stated.  |  |  |
| 1. Demonstrate knowledge of how to support the outcomes for all students through strategies such as scientifically based practices, collaborative teaming, and ethical decision making.
 | Proposal clearly aligns with criteria and shows how participants will demonstrate learning  | Criteria is identified in the proposal, but participants’ opportunities to demonstrate knowledge are not clearly stated.  |  |  |
| 1. Use professional standards to inform professional growth planning.
 | Proposal clearly aligns with criteria and shows how participants will demonstrate learning  | Criteria is identified in the proposal, but participants’ opportunities to demonstrate knowledge are not clearly stated.  |  |  |
| 1. Demonstrate an understanding of the use of human, community, and technological resources.
 | Proposal clearly aligns with criteria and shows how participants will demonstrate learning  | Criteria is identified in the proposal, but participants’ opportunities to demonstrate knowledge are not clearly stated.  |  |  |
| H. Course must reflect sensitivity and relevance to the cultures and backgrounds of the relevant populations. | Proposal clearly aligns with criteria and shows how participants will demonstrate learning  | Criteria is identified in the proposal, but participants’ opportunities to demonstrate knowledge are not clearly stated.  |  |  |
| *15 hours or equivalent* | *Meets or exceeds requirement* | *Less than criteria requires* |  |  |
| **For reapproval only, describe any modifications made to the original course.** | Proposal clearly describes modifications made to update course based on current policy. | Proposal minimally describes modifications made or is not up to date with current policy. |  |  |