

# Paterson Public Schools



## Athletic Trainer Practice Rubric

## **Professional Educator Performance Standards**

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### **1. Planning and Preparation (x2)**

- ❖ **Special Service Providers plan for quality service using a comprehensive approach.**

### **2. Data Informed Decision Making (x2)**

- ❖ **Special Service Providers use multiple sources of data to inform their decision making.**

### **3. Delivery of Service (x3)**

- ❖ **Special Service Providers delivers quality services.**

### **4. Interventions (x3)**

- ❖ **Special Service Providers increase the probability of advancing individual student achievement.**

### **5. Contributions to the Learning Environment (x2)**

- ❖ **Special Service Providers make contributions to the learning environment, supporting a culture that is conducive to student well-being and learning.**

### **6. Leadership (x2)**

- ❖ **Special Service Providers have a responsibility for professional growth and positive leadership.**

### **7. Professional Responsibilities (x1)**

- ❖ **Special Service Providers have a responsibility to the profession, district, parents, students and the public.**

# PERFORMANCE STANDARD #1 : PLANNING AND PREPARATION

Special Service Providers plan for quality service using a comprehensive approach.

<b>Service and Support</b> <i>The NJ Licensed Athletic Trainer (ATC) should know and be able to:</i>		<b>Level of Performance</b> <b>The NJ Licensed Athletic Trainer (ATC) performing at this level:</b>			
		<b><i>Unsatisfactory</i></b>	<b><i>Progressing</i></b>	<b><i>Proficient</i></b>	<b><i>Exemplary</i></b>
<b>1a</b>	<b>Demonstrating medical knowledge and skill in athletic training techniques</b>	The ATC's actions demonstrate a lack of professional knowledge regarding injury prevention measures, or rarely demonstrates injury prevention measures.	The ATC employs injury prevention measures; however, does not consistently use professional knowledge, or some measures are not performed in a consistent manner.	The ATC uses professional knowledge and consistently employs injury preventative measures	The ATC uses professional knowledge and consistently employs injury prevention measures. Evaluates protocols for injury prevention and makes recommendations and/or changes to increase effectiveness.
<b>1b</b>	<b>Establish goals for athletic training appropriate to the setting and the student-athletes served</b>	The ATC has no clear goals for athletic training or they are inappropriate to the situation	The ATC's goals for athletic training are rudimentary and are partially suitable to the situation	The ATC's goals for athletic training are clear and appropriate to the situation in the school	The ATC's goals for athletic training are highly appropriate to the situation in the school

# PERFORMANCE STANDARD #2: DATA INFORMED DECISION MAKING

Special Service Providers use multiple sources of data to inform their decision making.

Service and Support  <i>The NJ Licensed Athletic Trainer (ATC) should know and be able to:</i>		Level of Performance  The NJ Licensed Athletic Trainer (ATC) performing at this level:			
		<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Proficient</i>	<i>Exemplary</i>
2a	<b>Provide appropriate feedback.</b>	The ATC poorly communicates information regarding the needs of students. Written reports are either incomplete or not completed in a timely manner. Does not follow-up with parents or families regarding recommendation effectiveness.	The ATC communicates individual needs of students to appropriate school personnel. Written reports meet legal requirements. Occasionally follows-up with parents and school personnel regarding effectiveness of	The ATC exchanges information from screenings and health assessments in a meaningful manner with IEP teams, families and/or other school personnel. Communicates with sensitivity to the health beliefs of different cultures and how they impact health care delivery and adherence to health care plans. Written reports and documentation is both accurate and completed in a timely manner. Regularly follows-up with parents and school personnel regarding the effectiveness of recommendations.	The ATC communicates with families and other professionals in a manner highly sensitive to health beliefs of different cultures and how they impact health care delivery, adherence to health care plans, and education in the classroom. Adept at using communication to teach about health care skills. Written reports are accurate, well organized and well written. Provides consistent follow-up with families and school personnel to determine effectiveness of
2b	<b>Utilize technology to gather data and enhance the learning environment</b>	The ATC's use of available technology is not evident.	The ATC demonstrates some technology skills that support service delivery.	The ATC uses computer programs that assist with effectiveness of service delivery.	The ATC assumes an active leadership role by instructing athletes on the use of computer programs that promote effectiveness and efficiency in service delivery.

## PERFORMANCE STANDARD #3: DELIVERY OF SERVICE

**Special Service Providers deliver quality services.**

Service and Support <i>The NJ Licensed Athletic Trainer (ATC) should know and be able to:</i>		Level of Performance The NJ Licensed Athletic Trainer (ATC) performing at this level:			
		<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Proficient</i>	<i>Exemplary</i>
3a	<b>Assessing student-athlete injury needs</b>	The ATC does not assess student-athlete needs, or the assessments result in inaccurate conclusions	The ATC's assessments of student-athlete needs are perfunctory	The ATC assesses student needs and know the range of student-athlete needs	The ATC conducts detailed and individualized assessment of student-athlete needs
3b	<b>Managing emergency situations</b>	The ATC has no contingency plans for emergency situations	The ATC's plans for emergency situations have been developed for the most frequently occurring situations but not others	The ATC's plans for emergency situations have been developed for many situations	The ATC's plans for emergency situations have been developed for many situations. Students and coaches have learned their responsibilities in case of emergencies.

3c	<b>Demonstrating flexibility and responsiveness</b>	The ATC adheres to the plan or program, in spite of evidence of its inadequacy	The ATC makes modest changes in the health care program when confronted with evidence of the need for change	The ATC makes revisions in the healthcare program when they are needed	The ATC is continually seeking ways to improve the health care program and makes changes as needed in response to student, parent, or coach input. Works collaboratively with a wide range of support and educational personnel as essential partners in implementing student plans.
3d	<b>Clinical Injury Evaluation</b>	The ATC's actions demonstrate a lack of professional knowledge regarding injury evaluations, or rarely demonstrate consistent and accurate injury evaluations	The ATC conducts evaluations to determine nature and extent of injury/illness or health related conditions, however does not consistently use professional knowledge or, some evaluations are not done in a consistent manner or not accurate	The ATC uses professional knowledge and consistently and accurately conducts evaluations to determine nature and extent of injury/illness or health related conditions	The ATC uses professional knowledge and consistently and accurately conducts evaluations to determine nature and extent of injury/illness or health related conditions. Evaluates protocols for evaluation and makes recommendations and/or changes to increase effectiveness.

## PERFORMANCE STANDARD #4: INTERVENTIONS

**Special Service Providers increase the probability of advancing individual student achievement.**

Service and Support <i>The NJ Licensed Athletic Trainer (ATC) should know and be able to:</i>		Level of Performance The NJ Licensed Athletic Trainer (ATC) performing at this level:			
		<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Proficient</i>	<i>Exemplary</i>
4a	<b>Treatment and Rehabilitation</b>	The ATC's actions demonstrate a lack of professional knowledge regarding injury treatment and rehabilitation procedures, or rarely demonstrate consistent and accurate injury treatment and rehabilitation procedures.	The ATC conducts injury treatment and rehabilitation procedures however does not consistently use professional knowledge or, some procedures are not done in a consistent manner or are not accurate	The ATC uses professional knowledge and consistently and accurately conducts injury treatment and rehabilitation procedures	The ATC uses professional knowledge and consistently and accurately conducts injury treatment and rehabilitation procedures. Evaluates protocols for injury treatment and rehabilitation and makes recommendations and/or changes to increase effectiveness.
4b	<b>Adjust return to play programs based on progress.</b>	The ATC provides summary results on assessments without additional feedback.	The ATC uses assessments to measure student success at the end of a session. General assessment monitoring is used to identify students' status relevant to return to play goals.	The ATC uses progress monitoring assessment tools appropriately and the results are accurately interpreted. The data is used when making service delivery decisions on an ongoing basis. Makes subtle and important adjustments in the return to play plans based on results of current injury disposition.	The ATC uses ongoing progress to refine and modify student return to play goals. Incorporates communication and feedback plan to parents and/or others when recording and reporting current injury disposition.

4c	<p><b>Involve students in athletic trainer assisted guidance through return to play (RTP) parameters.</b></p>	<p>The ATC does not have a system in place for student-athletes to assist in monitoring</p>	<p>The ATC provides students with information about their current progress as they engage in sport related activities and at regularly scheduled reporting periods.</p>	<p>The ATC establishes and uses a system for students to assist progress towards meeting sport related goals over time. Provides students with information about their progress.</p>	<p>The ATC establishes and uses a system that supports student assisted RTP parameters through increased performance.</p>
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# PERFORMANCE STANDARD #5: CONTRIBUTIONS TO THE LEARNING ENVIRONMENT

Special Service Providers make contributions to the learning environment, supporting a culture that is conducive to student well-being and learning.

Service and Support <i>The NJ Licensed Athletic Trainer (ATC) should know and be able to:</i>		Level of Performance			
		The NJ Licensed Athletic Trainer (ATC) performing at this level:			
		<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Proficient</i>	<i>Exemplary</i>
5a	<b>Model positive and respectful rapport.</b>	The ATC demonstrates little to no appreciation of the students as individuals and, at times, embarrasses and/or devalues students through words or actions. Clear lack of rapport exists between the ATC and students-athletes. Displays interactions with students that are negative or inappropriate. Students appear uncomfortable in the athletic environment/athletic training room.	The ATC shows an awareness of student individuality and the need to dignify the students' behaviors and responses, but lacks skill in strongly supporting and honoring them. Efforts at developing rapport are partially	The ATC recognizes student individuality and the dignity of each student are consistently maintained. Interactions with students are positive and respectful. Students appear comfortable in the athletic environment/athletic training room.	The ATC encourages student individuality and the dignity of each student is consistently maintained and honored. Interactions consistently demonstrate positive and respectful rapport. Is someone who students seek out; reflecting a high degree of comfort and trust in the
5b	<b>Establish standards of conduct in the athletic training setting.</b>	The ATC has no standards of conduct that have been established, and ATC disregards or fails to address negative student behavior during athletic training sessions.	The ATC establishes standards of conduct for the athletic training setting. The ATC attempts to monitor and correct negative student behavior during evaluations or therapy are	The ATC has clearly defined and posted standards of conduct for the athletic training setting. The ATC monitors student behavior against those standards. Response to students and behavior redirections are appropriate and respectful.	The ATC has clearly defined and posted standards of conduct for the athletic training setting. The ATC's monitoring of students is both subtle and preventive.

5c	<b>Enhance the athletic environment to meet health and safety needs.</b>	The ATC does not provide recommendations to enhance the athletic environment .	The ATC provides recommendations to enhance the athletic environment.	The ATC assesses and develops recommendations to enhance the athletic environment	The ATC takes an active leadership role in crafting recommendations to enhance athletic environments in order to meet student health and safety needs.
5d	<b>Comply with established school wide procedures.</b>	The ATC ignores school procedures. Supervision of students outside the athletic setting is nonexistent or haphazard. Student safety is compromised by the ATC's lack of compliance with crisis or emergency.	The ATC follows established school procedures. Supervision of students outside the athletic setting is inconsistent or lacks an appropriate level of attention. The ATC follows established procedures in crisis or emergency situations and does not intentionally compromise student safety.	The ATC consistently follows established school procedures. Supervision of students outside the athletic setting is consistent and at an appropriate level of attention. ATC ensures student safety by following established procedures in crisis or emergency situations.	The ATC demonstrates full knowledge and compliance with all school and emergency procedures. Supervision of students outside the athletic setting is consistently appropriate. Students are attuned to the reasons for the procedures and assume responsibility in their enforcement.

## PERFORMANCE STANDARD #6: LEADERSHIP

**Special Service Providers have a responsibility for professional growth and positive leadership.**

Professional Responsibilities <i>The NJ Licensed Athletic Trainer (ATC) should know and be able to:</i>		Level of Performance The NJ Licensed Athletic Trainer (ATC) performing at this level:			
		<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Proficient</i>	<i>Exemplary</i>
6a	<b>Organization and Administration</b>	The ATC's actions demonstrate a lack of organizational and administrative procedures, or rarely demonstrates consistent and accurate organizational and administrative procedures	The ATC conducts organizational and administrative procedures however does not consistently use professional knowledge or, some procedures are not done in a consistent manner or are not accurate	The ATC uses professional knowledge and consistently and accurately conducts organizational and administrative procedures	The ATC uses professional knowledge and consistently and accurately conducts organizational and administrative procedures. Evaluates protocols for organization and administration and makes recommendations and/or changes to increase effectiveness.
6b	<b>Continue professional growth</b>	The ATC does not engage in professional development activities other than for licensure renewal. Makes no effort to share knowledge with others or to contribute productively to school outcomes.	The ATC participates in professional development opportunities to gain new skills. Seeks to improve athletic training practices. Supports others in leadership roles.	The ATC seeks new professional development opportunities to challenge self to grow professionally. Actively reflects on improving athletic training practices and setting new goals. Finds ways to share best practice strategies with others, may even serve as mentor. Assumes a positive leadership role within the school.	The ATC is a life-long learner. Reflects on and challenges self to continue to grow professionally. Shares best practice strategies, positively impacting the work of others through mentorship. Assumes a positive leadership role in seeking more effective ways to accomplish professional growth goals and improve the organization.

6c	<b>Support collaborative partnerships.</b>	The ATC avoids or may have negative relationships with administrators and colleagues. Does not become involved in school, department and/or district events and projects.	The ATC maintains cordial relationships with administrators and colleagues to fulfill duties that the school requires. Participates in school, department and/or district events or projects when specifically asked.	The ATC provides mutual support and cooperation with administrators and colleagues. Actively participates in a culture of professional inquiry. Serves by volunteering to participate in school, department and/or district events and projects, making a substantial contribution.	The ATC works collaboratively with administrators, educators, support staff, professionals, parents and others to improve the effective functioning of the department or school. Makes a substantial contribution by volunteering to participate in collaborative partnerships that extend beyond the department
6d	<b>Supervise volunteers and/or athletic training students.</b>	The ATC has no system for managing volunteers and athletic training students. Volunteers and athletic training students have no clearly defined duties or spend a good deal of time waiting for direction.	The ATC has established a system for managing volunteers. Volunteers and athletic training students are productively engaged during portions of the time but require frequent supervision.	The ATC has established an efficient system for managing volunteers and athletic training students. Volunteers and athletic training students are productively and independently able to implement health care plans.	The ATC volunteers and athletic training students make a substantive contribution to the learning environment due to the athletic trainer's guidance and planning.

# PERFORMANCE STANDARD #7: PROFESSIONAL RESPONSIBILITIES

**Special Service Providers have a responsibility to the profession, district, parents, students and the public.**

Professional Responsibilities <i>The NJ Licensed Athletic Trainer (ATC) should know and be able to:</i>		Level of Performance The NJ Licensed Athletic Trainer (ATC) performing at this level:			
		<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Proficient</i>	<i>Exemplary</i>
<b>a</b>	<b>Adhere to federal laws, state statues and regulations pertaining to education, the Board of Education (BOE) policies, the Agreement of Trust and Understanding (ATU), and school rules.</b>	The ATC disregards or has no awareness of legal and professional responsibilities pertaining to education. Does not comply with school rules and Paterson Public Schools policies and procedures.	The ATC has a limited understanding and seeks to raise awareness of their legal and professional responsibilities pertaining to education. Complies minimally with school rules and Paterson Public Schools policies and procedures.	The ATC understands and abides by the legal and professional responsibilities pertaining to education. Complies fully with school rules and Paterson Public Schools policies and procedures.	The ATC fully understands and abides by the legal and professional responsibilities pertaining to education. Consistently complies with school rules and Paterson Public Schools policies and procedures. Actively contributes to solutions that promote effective implementation of policies and procedures.
<b>b</b>	<b>Demonstrate professionalism.</b>	The ATC exhibits disrespectful behavior when interacting with parents, staff and/or the community. Displays unethical or dishonest conduct. Loses composure or becomes defensive when faced with a difficult problem.	The ATC displays respect for others when interacting with students, parents, staff and the community. Acts ethically and honestly. Attempts to maintain composure in the face of conflict or difficult issues.	The ATC models respect for others when interacting with students, parents, staff and the community. Acts ethically, honestly and with integrity at all times. Assumes responsibility for maintaining professional composure in the face of conflict or difficult situations.	The ATC promotes a culture focused on exemplifying respect for others. Consistently acts ethically, honestly and with integrity. Is a calming presence when faced with conflict or

7c	<b>Effectively communicate.</b>	The ATC inconsistently communicates to students, staff, families, colleagues, administrators and the community. Communication is not accurate, understandable nor is it sent in a timely fashion.	The ATC communicates information in a timely manner with multiple audiences (students, families, colleagues, administrators, community and others) using oral, written and electronic methods of communication.	The ATC consistently communicates clear, understandable and accurate information in an efficient and timely manner with multiple audiences using a variety of	The ATC effectively communicates and collaborates with students, families, colleagues, administrators and the community in a manner that supports the welfare and success of students and the organization.
7d	<b>Maintain confidentiality.</b>	The ATC disregards the legal and professional aspects of confidentiality practices.	The ATC seeks clarification and an understanding of confidentiality practices. A desire to develop a working knowledge of the law is demonstrated through the individual's initiative to do research, ask questions, and communicate with colleagues	The ATC maintains the legal and professional aspects of confidentiality practices. A working knowledge of the law is demonstrated through the decisions made regarding how, when, where, why, and with whom confidential information is shared and stored.	The ATC consistently demonstrates respect for and prohibits others from sharing confidential information inappropriately. Demonstrates a working knowledge of the law through the decisions made regarding how, when, where, why, and with whom confidential information is shared and stored.
7e	<b>Solve problems.</b>	The ATC is minimally involved in identifying and seeking solutions to building, professional and/or academic issues. Solutions may even have an adverse impact.	The ATC makes limited contributions when identifying and seeking solutions to effectively address building, professional and/or academic issues.	The ATC actively participates to identify and seek solutions using conflict resolution and decision making strategies that effectively address building, professional or academic issues.	The ATC facilitates and models strategies for identifying and seeking solutions to building/district level professional and/or academic issues. Anticipates and diffuses conflicts using a variety of communication methods, as well as conflict resolution techniques.
7f	<b>Perform assigned and related duties.</b>	The ATC is absent from assignment and assigned duties and/or is habitually late.	The ATC performs assignment and other duties as assigned. Is usually present and on time.	The ATC assumes full responsibility for the successful implementation of assignment and other duties as assigned. Is present and on time.	The ATC consistently assumes full responsibility for and improves upon the effective and efficient implementation of assignment and other duties as assigned.