

THERAPEUTIC SPECIALIST
DOMAIN 1: PLANNING, PREPARATION AND CURRICULUM

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1a: Demonstrating knowledge and skill in the specialist therapy; holds relevant certificate	Specialist demonstrates minimal knowledge and skill in the therapy area; does not hold the necessary certificate or license.	Specialist demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license.
1b: Demonstrating knowledge of school's program and establishes goals appropriate to the setting and the student's served.	Specialist has minimal knowledge of the school's program and does not establish clear goals for the therapy program. They are inappropriate to either the situation or the age of the students.	Specialist's goals for the therapy program are rudimentary, and are partially suitable to the situation, the school's program and the age of the students.	Specialist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.	Specialist's goals for the therapy program are highly appropriate to the situation in the school & to the age of the students, and have been developed following consultations with administrators and teachers.
1c: Demonstrating knowledge of district, state and federal regulations and guidelines	Specialist demonstrates minimal knowledge of special education laws and procedures.	Specialist demonstrates basic knowledge of special education laws and procedures.	Specialist demonstrates thorough knowledge of special education laws and procedures.	Specialist's knowledge of special education laws and procedures is extensive; specialist takes a leadership role in reviewing and revising district policies.
1d: Demonstrating knowledge of resources, both within and beyond the school and district	Specialist demonstrates minimal knowledge of resources for students available through the school or district.	Specialist demonstrates basic knowledge of resources for students available through the school or district.	Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources external to the district.	Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
1e: Designing the therapy program, integrated with the regular school program, to meet each students needs.	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Specialist has developed a plan that includes the important aspects of work in the setting.	Specialist's plan is highly coherent and preventive, and serves to support students individually, within the broader educational program.

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COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1f: Developing a plan to evaluate the therapy program	Specialist does not have a plan to evaluate the program, or resists suggestions that an evaluation is warranted.	Specialist has a rudimentary plan to evaluate the therapy program.	Specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Specialist's evaluation plan is sophisticated including sources of evidence, and a clear path towards improving the program on an ongoing basis.

THERAPEUTIC SPECIALIST
DOMAIN 1: PLANNING, PREPARATION AND CURRICULUM
 Component 1g: Demonstrates Cultural Competence

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Awareness of Students' family background and cultural heritage	Specialist displays minimal understanding of student's family background or why such knowledge is important.	Specialist displays some understanding of student's family background, but such knowledge may be incomplete or inaccurate.	Specialist has an understanding of student's family background.	Specialist has full understanding of student's family background, collecting such information from a variety of valid sources.
Therapy program reflects students' experiences and cultural backgrounds	Therapy program is not reflective of students' experiences and cultural backgrounds.	Some therapy program activities are reflective of students' experiences and cultural backgrounds.	Therapy program activities are reflective of students' experiences and cultural background.	Therapy program activities are highly reflective of students' experiences and cultural background.
Knowledge of ethnic and racial identity development	Specialist displays minimal knowledge of ethnic and racial identity development.	Specialist displays partial knowledge of ethnic and racial identity development.	Specialist displays accurate understanding of ethnic and racial identity development, as well as exceptions to the general pattern.	Specialist displays thorough understanding of ethnic and racial identity development, as well as exceptions to the general pattern. Specialist also displays knowledge of the extent to which individual students follow the pattern.
Knowledge of culturally-grounded systemic issues that contribute to achievement gaps	Specialist lacks a basic understanding of factors that contribute to achievement gaps.	Specialist has a basic understanding of factors that contribute to achievement gaps.	Specialist has a substantial understanding of factors that contribute to achievement gaps and actively addresses the systemic issues in the therapy program.	Specialist has a substantial understanding of factors that contribute to achievement gaps, actively addresses the systemic issues in the therapy program, and takes on a leadership role in the building to address issues.
Understanding of human diversity	Specialist displays minimal knowledge of human diversity	Specialist displays partial knowledge of human diversity	Specialist displays accurate understanding of human diversity.	Specialist displays thorough understanding of human diversity and the complexities of cultural diversity.

THERAPEUTIC SPECIALIST
DOMAIN 2: CLASSROOM ENVIRONMENT AND STUDENT MANAGEMENT

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a: Establishing an environment of respect and rapport with students	Specialist's interactions with students are negative or inappropriate; students appear uncomfortable in the therapy setting.	Specialist's interactions are a mix of positive and negative; the therapist's efforts at developing rapport are partially successful.	Specialist's interactions with students are positive and respectful; students appear comfortable in the therapy setting.	Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.
2b: Organizing time effectively	Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Specialist's time management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Specialist demonstrates excellent time management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.
2c: Establishing and maintaining communication with teachers and administrators accessing special education support	No clear procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to access services. Specialist does not respond to requests in a timely manner.	Specialist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone, and have been developed in consultation with teachers and administrators.
2d: Establishing behavioral expectations with students in the therapy setting	No standards of conduct have been established and specialist disregards or fails to address negative student behavior during evaluation or treatment.	Standards of conduct appear to have been established in the therapy setting. Specialist's attempts to monitor and correct student negative behavior during evaluation and treatment are partially successful.	Standards of conduct have been established in the therapy setting. Specialist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established in therapy setting. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
2e: Organizing physical space for student assessment and therapy activities.	The therapy setting is disorganized, and poorly suited for working with students. Materials are usually available.	The therapy setting is moderately well organized, and moderately well suited for working with students. Materials are difficult to find when needed.	The therapy setting is well organized; materials are available when needed.	The therapy setting is highly organized and is inviting to students. Materials are convenient when needed.

THERAPEUTIC SPECIALIST
DOMAIN 2: CLASSROOM ENVIRONMENT AND STUDENT MANAGEMENT
 Component 2f: Demonstrates Cultural Competence

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Embraces a culture of diversity	Specialist lacks basic understanding of student diversity in the therapy setting.	Specialist has a basic understanding of student diversity in the therapy setting.	Specialist has advanced understanding of student diversity in the therapy setting.	Specialist has advanced understanding of student diversity in the therapy setting and actively promotes this understanding with students and staff.
Specialist equitably addresses student behavior for all students	Specialist targets and addresses the behaviors of a few students or groups of students in the therapy setting.	Specialist equitably addresses the behaviors of most students in the therapy setting.	Specialist equitably addresses the behaviors of all students in the therapy setting and occasionally uses data to self-monitor.	Specialist equitably addresses the behaviors of all students in the therapy setting and regularly uses data to self-monitor.

THERAPEUTIC SPECIALIST
DOMAIN 3: INSTRUCTION AND ASSESSMENT

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a: Collaborating with classroom teachers to provide support for instructional activities occurring in the classroom.	Specialist does not collaborate with classroom teachers and does not adequately support classroom instructional activities.	Specialist collaborates with classroom teachers in the design of instructional units and lessons when specifically asked to do so.	Specialist initiates collaboration with classroom teachers in the design of instructional units and lessons and provides support for classroom instructional activities.	Specialist initiates collaboration with classroom including locating additional resources from sources outside of the school and supports the classroom with additional activities.
3b: Developing and implementing treatment plans to support students' success.	Specialist fails to plan treatment plan suitable to students, or plans are mismatched with the findings of assessments.	Specialist's plans for students are partially suitable for them, or sporadically aligned with identified needs.	Specialist's plans for students are suitable for them, and are aligned with identified needs.	Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
3c: Communicating with families	Specialist fails to communicate with families and secure necessary permission for evaluations, or communicates in an insensitive manner.	Specialist's communication with families is partially successful: permissions are obtained but there are occasional insensitivities to cultural and linguistic traditions.	Specialist communicates with families and secures necessary permission for evaluations, and does so in a manner sensitive to cultural and linguistic traditions.	Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust.
3d: Summarizing assessment findings in writing, collecting ongoing data and writing of progress reports.	Specialist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience. Specialist does not collect ongoing data or write progress reports.	Specialist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience. Specialist collects inconsistent data and progress reports are not done in timely fashion.	Specialist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience and progress reports are written on time.	Specialists is proactive in collecting important information, interviewing teachers and parents if necessary; reports and progress reports are accurate and clearly written, and are tailored for the audience.
3e: Demonstrating flexibility and responsiveness	Specialist adheres to his or her plan, in spite of evidence of its inadequacy.	Specialist makes modest changes in the treatment program when confronted with evidence of the need for change.	Specialist makes revisions in the treatment program when it is needed.	Specialist is continually seeking ways to improve the treatment program, and makes changes as needed in response to student, parent, or teacher input.

THERAPEUTIC SPECIALIST
DOMAIN 3: INSTRUCTION & ASSESSMENT
 Component 3f: Demonstrates Cultural Competence

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Awareness and mitigation of cultural bias in therapy design and program	Specialist demonstrates little awareness of the potential for cultural bias in therapy design and program.	Specialist demonstrates basic awareness of the potential for cultural bias in therapy design and program.	Specialist demonstrates awareness of the potential for cultural bias in therapy design and program, and adjusts assessments to meet the needs of students.	Specialist demonstrates advanced awareness of the potential for cultural bias in therapy design and program, and varies program to meet the needs of students.
Engages students and takes into account cultural background of students	Specialist does not present therapy program activities that are reflective of students' cultural backgrounds.	Specialist presents some therapy program activities that are reflective of students' cultural backgrounds.	Specialist presents therapy program activities that are reflective of students' cultural backgrounds and encourages student and family engagement.	Specialist presents therapy program activities that are reflective of students' cultural backgrounds and seeks ways to engage students or their families.
Adjusts therapy program and demonstrates flexibility related to the cultural background of students	Specialist adheres to therapy plan that is not reflective of or engaging for students from diverse backgrounds.	Specialist adjusts a therapy plan that is occasionally reflective of or engaging for students from diverse backgrounds.	Specialist adjusts a therapy plan that is reflective of and engaging for students from diverse backgrounds.	Specialist adjusts a therapy plan that is reflective of and engaging for students from diverse backgrounds, and may involve students or their families in choice, adaptation, or creation of plan.

THERAPEUTIC SPECIALIST
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES AND RELATIONSHIPS

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: Reflecting on practice	Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Specialist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved	Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved.	Specialist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful, for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.
4b: Collaborating with teachers and administrators	Specialist is not available to staff for questions and planning, and declines to provide background material when requested.	Specialist is available to staff for questions and planning, and provides background material when requested.	Specialist initiates contact with teachers and administrators to confer regarding individual cases.	Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.
4c: Maintaining effective data management system	Specialist's data management system is either non-existent or in disarray; it cannot be used to monitor student progress or to make adjustments to treatment when needed.	Specialist has developed a rudimentary data management system for monitoring student progress; occasionally uses it to make adjustments to treatment when needed.	Specialist has developed an effective data management system for monitoring student progress; uses it to make adjustments to treatment when needed.	Specialist has developed a highly effective data management system for monitoring student progress; uses it to make adjustments to treatment when needed. Specialist uses the system to communicate with teachers and parents.
4d: Participating in a professional community	Specialist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.	Specialist's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically requested.	Specialist's participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.	Specialist makes a substantial contribution to school and district events and projects, and assumes a leadership role with colleagues.
4e: Engaging in professional development	Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of professional skills.	Specialist participation in professional development activities is limited to those that are convenient or are required.	Specialist seeks out opportunities for professional development based on an individual assessment of need.	Specialist actively pursues professional development opportunities, and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Demonstrating professionalism: including integrity, advocacy, and maintaining confidentiality	Specialist displays dishonesty in interactions with colleagues, students, and the public, and violates principles of confidentiality.	Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.	Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and advocating for students, and takes a leadership role with colleagues.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES AND RELATIONSHIPS

Component 4g: Demonstrates Cultural Competence–

LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Participates in professional growth activities related to diverse needs of students	Specialist engages only in required professional development.	Specialist occasionally participates in professional development related to meeting the needs of diverse students and/or families to a limited extent	Specialist seeks out professional development related to meeting the needs of diverse students and/or families.	Specialist seeks out professional development related to meeting the needs of diverse students and/or families, applies them in the therapy setting and shares information with colleagues.
Facilitates appropriate communication with students and families with diverse linguistic needs	Specialist provides information in formats or language inaccessible by students and families.	Specialist provides some information in formats or language accessible by students and families.	Specialist regularly communicates in formats and language accessible by students and families.	Specialist frequently communicates in formats and language accessible by students and families.
Promotes district harassment and bullying policies and initiatives	Specialist does not promote district harassment and bullying policies and initiatives.	Specialist usually promotes district harassment and bullying policies and initiatives.	Specialist fully promotes district harassment and bullying policies and initiatives.	Specialist acts as a role model, leader, and/or helps develop harassment and bullying policies and initiatives.

