

Appendix A

CATEGORY: Content Knowledge

The Specialist shall demonstrate thorough knowledge of the subject matter area and curriculum.

	4	3	2	1
Planning and Practice	Specialist demonstrates extensive knowledge and skill in the therapy area.	Specialist demonstrates thorough knowledge and skill in the therapy area.	Specialist demonstrates basic knowledge and skill in the therapy area.	Specialist demonstrates little or no knowledge and skill in the therapy area.
Knowledge of Content Related Pedagogy	Specialist's knowledge of special education laws and procedures is extensive; specialist takes a leadership role in reviewing and revising district policies.	Specialist demonstrates thorough knowledge of special education laws and procedures.	Specialist demonstrates basic knowledge of special education laws and procedures.	Specialist demonstrates little or no knowledge of special education laws and procedures.

CATEGORY: Preparation and Knowledge of Pedagogical Practices

The specialist shall demonstrate appropriate preparation employing the necessary pedagogical practices to support instruction.

	4	3	2	1
Understanding of Pedagogical Approaches	Specialist’s plans and practice reflect a wide range of pedagogical approaches in the discipline; specialist differentiates accordingly.	Specialist’s plans and practice reflect a range of effective pedagogical approaches in the discipline.	Specialist’s plans and practice reflect a basic range of pedagogical approaches or utilize approaches that are not suited to the discipline or to the students.	Specialist displays limited understanding of pedagogical approaches suitable to student learning of the content.
Instructional Materials and Resources	Instructional materials and resources are engaging and are differentiated.	Instructional materials and resources are appropriate to the instructional purposes.	Instructional materials and resources are only marginally appropriate to the instructional purposes.	Instructional materials and resources are inappropriate to the instructional purposes.
Planning the Therapy Program to Meet the Needs of Individual Students	Specialist’s plan serves to support students individually, within the broader educational program.	Specialist’s plan has an objective and includes relevant activities for the objective.	Specialist’s plan has an objective and includes relevant activities but some are not aligned with the objective.	Specialist’s therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.

CATEGORY: Instructional Delivery/Delivery of Services

The specialist shall demonstrate that the delivery of instruction results in active student involvement, appropriate specialist-student interaction and meaningful lesson plans resulting in addressing students' goals.

	4	3	2	1
Specialist's Purpose	Specialist's purpose for the lesson is clear and relates to broader learning.	Specialist's purpose for the lesson is clear.	Specialist attempts to explain the instructional purpose.	Specialist's purpose for the lesson is unclear.
Specialist's Directions and Procedures	Specialist's directions and procedures are clear to students and anticipate possible student misunderstanding.	Specialist's directions and procedures are clear to students.	Specialist's directions and procedures are clarified after initial student confusion.	Specialist's directions and procedures are confusing to students.
Specialist's Explanation of Content	Specialist's explanation of content connects with students' knowledge and experiences. Opportunities are provided for students to demonstrate concepts.	Specialist's explanation of content is appropriate and connects with students' knowledge and experiences.	Specialist's explanation of the content is inconsistent.	Specialist's explanation of the content is unclear, confusing or uses inappropriate language.
Pace	Pacing of the lesson is appropriate for all students.	Pacing of the lesson is generally appropriate.	Pacing of the lesson is inconsistent.	The pace of the lesson is too slow, rushed, or both.
Questions/Requests	Specialist's questions/requests are consistently challenging the student to master goals.	Most of the specialist's questions/requests are appropriate to the developmental level of the students.	Specialist's questions/requests are sometimes appropriate to the developmental level of the students.	Specialist's questions/requests are not appropriate to the developmental level of the students.
Participation	Student(s) participate actively throughout the session.	Student(s) participate throughout the activity.	Student(s) minimally participate in the activity.	Student(s) do not participate in the activity.

CATEGORY: Classroom Management/Management Skills

The Specialist shall demonstrate behavior management skills supportive of diverse students' needs which create an environment conducive to student learning.

	4	3	2	1
Establishing Standards of Conduct in the Related Service Environment	Standards of conduct have been established for the testing and related service environments. Specialist's monitoring of students is subtle and preventive.	Standards of conduct have been established for the testing and related service environments.	Some standards of conduct appear to have been established for testing and related service environments.	No standards of conduct have been established.
Student Behavior	Specialist is proactive and preventative in monitoring student behavior.	Specialist is monitoring student behavior.	Specialist is generally monitoring student behavior but may miss the behaviors of some students.	Specialist is not monitoring student behavior.
Related Service Environment Organization	The related service environment is highly organized and is inviting to students. Materials are convenient when needed.	The related service environment is well organized; materials are available when needed.	The related service environment is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed.	The related service environment is disorganized and poorly suited to working with students. Materials are usually unavailable.

CATEGORY: Student Development

The Specialist shall demonstrate knowledge of student development, an understanding and appreciation of diversity and the regular application of developmentally appropriate instructional strategies for the benefit of all students.

	4	3	2	1
Establishing Goals for the Therapy Program Appropriate to the Setting and the Diversity of the Students Served	Specialist's goals for the therapy program are highly appropriate to the situation in the school or therapy environment and to the needs of the students, and have been developed following students' Individualized Education Plan.	Specialist's goals for the therapy program are clear and appropriate to the situation in the school or the therapy environment and to the needs of the students.	Specialist's goals for the therapy program are basic and are partially suitable to the situation and to the needs of the students.	Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the needs of the students.

CATEGORY: Student Assessment

The Specialist shall demonstrate that he or she implements assessment techniques based on appropriate learning standards designed to measure students' progress in learning.

	4	3	2	1
Responding to Referrals and Evaluating Student Needs	Specialist is proactive in responding to referrals and makes highly competent assessments of student needs.	Specialist responds to referrals and makes thorough assessments of student needs.	Specialist responds to referrals when pressed and makes adequate assessments of student needs.	Specialist fails to respond to referrals or makes hasty assessments of student needs.
Collecting Information and Writing Reports	Specialist is proactive in collecting important information, interviewing teachers and parents, if necessary. Reports are accurate, clearly written, and are tailored for the audience.	Specialist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	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 neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.
Maintaining Progress Monitoring	Specialist has developed a highly effective system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and parents.	Specialist has developed an effective system for monitoring student progress and uses it to adjust treatment when needed.	Specialist has developed a basic system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Specialist's progress monitoring is either nonexistent or it cannot be used to monitor student progress or to adjust treatment when needed.

CATEGORY: Collaboration with Students, Parents, Caregivers, and Support Personnel

The Specialist shall demonstrate that he/she develops effective collaborative relationships with students, parents, or caregivers, as needed, and appropriate support personnel to meet the learning needs of students.

	4	3	2	1
Connections	Specialist makes relevant connections with students, families, appropriate support personnel and/or community organizations to support and expand opportunities for student learning.	Specialist makes relevant connections with students, families, appropriate support personnel, and/or community organizations to support opportunities for student learning.	Specialist makes some relevant connections with students, families, appropriate support personnel and/or community organizations to support opportunities for student learning.	Specialist does not make connections with students, families, appropriate support personnel, and/or community organizations to support opportunities for student learning.
Maintaining Professional Relationships	Relationships with colleagues are characterized by mutual support and cooperation to fulfill duties that the school or District requires.	Specialist demonstrates professional relationships with colleagues to fulfill duties that the school or District requires.	Specialist demonstrates limited professional relationships with colleagues to fulfill duties that the school or District requires.	Specialist does not demonstrate evidence of maintaining professional relationships with colleagues to fulfill duties that the school or District requires.
Role in School Activities During the School Day	Specialist takes initiative in assuming an active leadership role in school activities.	Specialist takes an active role in school activities.	Specialist takes a limited role in school activities.	Specialist does not take a role in school activities.
Consultation with Staff	Specialist seeks out staff to confer regarding students, soliciting their perspectives.	Specialist initiates contact with staff to confer regarding individual students.	Specialist is available to staff for consultation and provides background material when requested.	Specialist is not available to staff for consultation and declines to provide background material when requested.
Professionalism	Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality, to advocate for students, and taking a leadership role with colleagues.	Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	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 dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.

CATEGORY: Reflective and Responsive Practice

The specialist shall demonstrate that practice is reviewed, effectively assessed and appropriate adjustments are made on a continuing basis.

	4	3	2	1
Developing a Plan to Evaluate the Related Service Program	Specialist's evaluation plan is highly effective with a clear path toward improving the program on an ongoing basis.	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 has a basic plan to evaluate the related service program.	Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.
Awareness of Lesson's Effectiveness	Specialist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.	Specialist makes revisions in the treatment program when they are needed.	Specialist makes modest changes in the treatment program when confronted with evidence of the need for change.	Specialist adheres to the plan or program, in spite of evidence of its inadequacy.
Reflecting on Practice	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.	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 on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Specialist does not reflect on practice.
Professional Development	Specialist actively pursues professional development opportunities and informally shares information with staff.	Specialist seeks out opportunities for professional development based on an individual assessment of need.	Specialist's participation in professional development activities is limited to those that are convenient or required.	Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.

OSSINING UNION FREE SCHOOL DISTRICT

OPTION I

Evaluation Form

OBSERVATION NARRATIVE:

CATEGORY: Content Knowledge

The Specialist shall demonstrate thorough knowledge of the subject matter area and curriculum.

Planning and practice: _____

Knowledge of content related pedagogy: _____

Evidence/Comments:

CATEGORY: Preparation and Knowledge of Pedagogical Practices

The Specialist shall demonstrate appropriate preparation employing the necessary pedagogical practices to support instruction.

Understanding of pedagogical approaches: _____

Instructional materials and resources: _____

Planning the therapy program to meet the needs of individual students: _____

Evidence/Comments:

CATEGORY: Instructional Delivery/Delivery of Sessions

The Specialist shall demonstrate knowledge of student development, an understanding and appreciation of diversity and the regular application of developmentally appropriate instructional strategies for the benefit of all students.

Specialist's purpose: _____

Specialist's directions and procedures: _____

Specialist's explanation of content: _____

Pace: _____

Questions/requests: _____

Participation: _____

Evidence/Comments:

CATEGORY: Classroom Management/Management Skills

The Specialist shall demonstrate classroom management skill supportive of diverse student learning needs which create an environment conducive to student learning.

Establishing standards of conduct in the related service environment: _____

Student behavior: _____

Related service environment organization: _____

Evidence/Comments:

CATEGORY: Student Development

The Specialist shall demonstrate knowledge of student development, an understanding and appreciation of diversity and the regular application of developmentally appropriate instructional strategies for the benefit of all students.

Establishing goals for the therapy program appropriate to the setting and the diversity of the students served: _____

Evidence/Comments:

CATEGORY: Student Assessment

The Specialist shall demonstrate that he or she implements assessment techniques based on appropriate learning standards designed to measure students' progress in learning.

Responding to referrals and evaluating student needs: _____

Collecting information and writing reports: _____

Maintaining progress monitoring: _____

Evidence/Comments:

CATEGORY: Collaboration with Students, Parents, Caregivers, and Support Personnel

The Specialist shall demonstrate that he or she develops effective collaborative relationships with students, parents, or caregivers, as needed, and appropriate support personnel to meet the learning needs of students.

Connections: _____

Maintaining professional relationships: _____

Role in school activities during the school day: _____

Consultation with staff: _____

Professionalism: _____

Evidence/Comments:

CATEGORY: Reflective and Responsive Practice

The Specialist shall demonstrate that practice is reviewed, effectively assessed and appropriate adjustments are made on a continuing basis.

Developing a plan to evaluate the related service program: _____

Awareness of lesson's effectiveness: _____

Reflecting on practice: _____

Professional development: _____

Evidence/Comments:

Summary: