

Therapeutic Specialist Evaluation Rubric

Domain 1: Planning and Preparation

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1a: <i>Demonstrating knowledge and skill in the therapists' area; holding the relevant certificate or license</i>	Therapist demonstrates little or no knowledge and skill in the therapy area; does not hold necessary certificate or license.	Therapist demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license.	Therapist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license.	Therapist demonstrates extensive knowledge and skill in the therapy area; holds the necessary certificate or license.
1b: <i>Establishing goals for the therapy program appropriate to the setting and the students served</i>	Therapist has no clear goals for the therapy program, or the goals are inappropriate to either the situation or the age of the students.	Therapist's goals for the therapy program are rudimentary and are partially suitable to the situation and age of the students.	Therapist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.	Therapist's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with school staff and /or IEP team.
1c: <i>Demonstrates knowledge of district, state, and federal regulations and guidelines</i>	Therapist demonstrates little or no knowledge of special education laws and procedures.	Therapist demonstrates basic knowledge of special education laws and procedures.	Therapist demonstrates thorough knowledge of special education laws and procedures.	Therapist's knowledge of special education laws and procedures is extensive.
1d: <i>Demonstrating knowledge of resources, both within and beyond the school and district</i>	Therapist demonstrates little or no knowledge of resources for students available through the school or district.	Therapist demonstrates basic knowledge of resources for students available through the school or district.	Therapist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Therapist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.

Domain 1: Planning and Preparation *(continued)*

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1e: <i>Therapy activities</i>	Therapy activities or consultation suggestions are not suitable to students or IEP goals. They do not follow an organized progression and do not reflect recent professional research.	Only some of the therapy activities and consultation suggestions are suitable to students or IEP goals. Progression of activities is uneven, and only some activities reflect recent professional research.	Most of the therapy activities and consultation suggestions are suitable to students and IEP goals. Progression of activities reflects recent professional research.	Therapy activities and consultation suggestions are highly relevant to students and IEP goals and follow an organized progression producing a unified whole and reflects recent professional research.
1f: <i>Developing a plan to evaluate the therapy program</i>	Therapist has no plan to evaluate the program or resists suggestions that such an evaluation is important	Therapist has a rudimentary plan to evaluate the therapy program.	Therapist'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.	Therapist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 2: The Environment

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a: <i>Establishing rapport with students</i>	Therapist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment environment.	Therapist's efforts at developing rapport are partially successful.	Therapist's interactions with students are positive and respectful; students appear comfortable in the testing and treatment environment.	Student interaction with the therapist reflects a high degree of comfort and trust.
2b: <i>Organizing time effectively</i>	Therapist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines and conflicting schedules.	Therapist's time management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	Therapist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Therapist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.
2c: <i>Establishing and maintaining clear procedures for referrals</i>	No procedure for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Therapist has established procedures for referrals, but the details are not always clear to the appropriate referring staff.	Therapist has established procedures for referrals, and the details are always clear to the appropriate referring staff.	Procedures for all aspects for referral are clear to appropriate referring staff and therapist maintains clear procedures throughout school year as required.
2d: <i>Managing student behavior</i>	There appears to be no established standards of conduct, and little to no therapist monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive or disrespectful of student's dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Therapist tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The therapist monitors student behavior against established standards of conduct. Therapist response to student misbehavior is consistent, proportionate, effective and respectful to students.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Therapist's response to student misbehavior is sensitive to individual student needs and respects students' dignity.

Domain 2: The Environment *(continued)*

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2e: <i>Organizing physical space for testing of students and providing therapy</i>	The testing and treatment environment is disorganized and poorly suited to working with students. Materials are difficult to find when needed.	The testing and treatment environment is moderately well organized and suited to working with students. Basic materials are available.	The testing and treatment environment is well organized. A variety of materials are available to meet student's specific needs.	The testing and treatment environment is highly organized and is inviting to students. A variety of materials are available to meet specific needs and convenient when needed.

Domain 3: Instruction/Delivery of Service

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a: <i>Responding to referrals and evaluating student needs</i>	Therapist fails to respond to referrals and does not complete testing within 60 days.	Therapist responds to referrals and makes adequate assessment of students needs within 60 days.	Therapist responds to referrals and makes thorough assessments of student needs. Therapist prioritizes evaluations as needed.	Therapist is proactive in initiating and/or responding to referrals and makes highly competent assessments of student needs.
3b: <i>Developing and implementing treatment plans to maximize student success</i>	Therapist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.	Therapist's plans for students are appropriate for them and are aligned with identified needs.	Therapist develops comprehensive plans for students.	Therapist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporates staff and/or other team members.
3c: <i>Collecting information; writing and sharing reports with the team</i>	Therapist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the team.	Therapist collects most of the important information on which to base treatment plans; reports are accurate, but may be lacking in clarity when shared with team.	Therapist collects all the important information on which to base treatment plans; reports are clear and accurate when shared with the team.	Therapist is proactive in collecting important information, interviewing teachers and/or parents if necessary; reports are clearly written as well as appropriately summarized for the team.
3d: <i>Demonstrating flexibility and responsiveness</i>	Therapist adheres to the plan or program, in spite of evidence of its inadequacy.	Therapist makes modest changes in the treatment program when evidence indicates a change is needed.	Therapist makes revisions in the treatment program when they are needed on an ongoing basis.	Therapist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent or teacher input.

Domain 4: Professional Responsibilities

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: <i>Therapist self-reflection of practice</i>	Therapist does not reflect on practice, or the reflections are inaccurate and/or self-serving.	Therapist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions for improvement.	Therapist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Therapist makes some specific suggestions as to how the therapy program might be improved.	Therapist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Therapist draws on an extensive repertoire to suggest alternative strategies.
4b: <i>Collaboration with support team</i>	Therapist is not available to staff for questions and planning and declines to provide information and/or material when requested.	Therapist is available to staff for questions and planning and provides information and/or material when requested.	Therapist initiates contact with support team to confer regarding individual students.	Therapist seeks out support team to collaborate regarding cases, soliciting its perspective on individual students.
4c: <i>Maintaining an effective data-management system</i>	Therapist's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	Therapist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Therapist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	Therapist has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Therapist uses the system to communicate with support team.

Domain 4: Professional Responsibilities *(continued)*

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4d: <i>Engaging in professional development</i>	Therapist does not participate in professional development activities, even when such activities are required for the development of skills and maintaining licensure.	Therapist's participation in professional development activities is limited to those that are convenient or are required.	Therapist seeks out opportunities for professional development based on an individual assessment of needs.	Therapist actively pursues professional development opportunities beyond what is required for licensure. Therapist makes a substantial contribution to the profession through such activities as offering trainings to colleagues.
4e: <i>Showing professionalism, including integrity, advocacy and maintaining confidentiality</i>	Therapist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Therapist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students and maintains confidentiality.	Therapist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	Therapist can be counted on to hold the highest standards of honesty, integrity and confidentiality and to advocate for students, taking a leadership role with colleagues.
4f: <i>Contributing to School and District Goals</i>	Therapist declines to participate or contribute toward school/district goals and initiatives.	Therapist intermittently participates and contributes toward school and district goals and initiatives.	Therapist consistently participates and contributes toward school/district goals and initiatives.	Therapist consistently provides leadership, ideas and expertise that further school/district goals and initiatives.