

# LDT-C Specialists Announced Observation

## Domain 1: Planning and Preparation

### LDT-C Specialists - HEPI - Component 1a

Component	Ineffective	Partially Effective	Effective	Highly Effective
<b>1a: Demonstrating knowledge and skill in the implementation of assessment instruments to evaluate students</b>	LDT-C demonstrates little or no knowledge and skill in using assessment instruments to evaluate students.	LDT-C inconsistently uses the appropriate assessment instruments in the evaluation students.	LDT-C consistently uses a range of assessment instruments, along with the incorporation of performance data to evaluate students and determine accurate diagnoses.	LDT-C uses a wide range of assessment instruments, along with other performance data to evaluate students, as well as demonstrates the ability to incorporate the necessary diagnostic activities in order to achieve a meaningful outcome for students in an evaluative process.
<a href="#">Enter Notes &amp; Evidence</a>				
<b>Rubric Score: 0/0</b>				

### N/A Rubric - Component 1a

Component	Insufficient Evidence
N/A	
<a href="#">Enter Notes &amp; Evidence</a>	

### LDT-C Specialists - HEPI - Component 1b

Component	Ineffective	Partially Effective	Effective	Highly Effective
<b>1b: Demonstrating knowledge of child and adolescent development in order to establish goals for student programming</b>	LDT-C demonstrates little or no knowledge of child and adolescent development and has difficulty guiding educational teams in the development of IEPs.	LDT-C demonstrates basic knowledge of child and adolescent development and participates with the educational team in the development of IEPs.	LDT-C demonstrates through knowledge of child and adolescent development and effectively integrates assessment/performance data in the development of IEPs.	LDT-C demonstrates extensive knowledge of child and adolescent development and provides leadership in the planning and organization of IEPs. As a part of the service delivery, the LDT-C provides training to staff in order to appropriately execute individual education plans.
<a href="#">Enter Notes &amp; Evidence</a>				
<b>Rubric Score: 0/0</b>				

### N/A Rubric - Component 1b

Component	Insufficient Evidence
N/A	
<a href="#">Enter Notes &amp; Evidence</a>	

### LDT-C Specialists - HEPI - Component 1c

Component	Ineffective	Partially Effective	Effective	Highly Effective

<b>1c: Establishing for the psychological services appropriate to the settings and students served</b>	LDT-C has no clear goals for the remediation strategies/ interventions, or they are inappropriate to either the situation or the age of the student(s).	LDT-C's goals for the remediation strategies/ interventions are rudimentary and only partially suitable to the situation and the age of the student(s).	LDT-C's goals for the remediation strategies/ interventions are clear and appropriate within the context of the educational setting and to the age/ developmental level of the student(s).	LDT-C's goals for the remediation strategies/ interventions are diagnostically relevant to the situation in the school environment and to the age/ developmental level of the student(s), and have been created following consultations with students, parents, and colleagues.
<a href="#">Enter Notes &amp; Evidence</a>				
<b>Rubric Score: 0/0</b>				

N/A Rubric - Component 1c	
<b>Component</b>	<b>Insufficient Evidence</b>
N/A	<a href="#">Enter Notes &amp; Evidence</a>

LDT-C Specialists - HEPI - Component 1d				
Component	Ineffective	Partially Effective	Effective	Highly Effective
<b>1d: Demonstrating knowledge of state and federal regulations, and resources within and beyond the school and district</b>	LDT-C demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.	LDT-C displays awareness of governmental regulations and resources for students available within the school or district, but no knowledge of resources available beyond the educational setting.	LDT-C displays awareness of government regulations and resources for students available within the school or district, and some familiarity with resources external to the district.	LDT-C's knowledge of governmental regulations and services for students is extensive, inclusive of district and community resources. In addition, the LDT-C networks within and beyond the district to seek additional resources, as needed, in the provision of therapeutic services.
<a href="#">Enter Notes &amp; Evidence</a>				
<b>Rubric Score: 0/0</b>				

N/A Rubric - Component 1d	
<b>Component</b>	<b>Insufficient Evidence</b>
N/A	<a href="#">Enter Notes &amp; Evidence</a>

LDT-C Specialists - HEPI - Component 1e				
Component	Ineffective	Partially Effective	Effective	Highly Effective
<b>1e: Planning and integrating the program to meet the needs of individual students, including prevention</b>	LDT-C's plan for intervention services consists of a random collection of unrelated activities, lacking coherence or an overall structure.	LDT-C's plan has learning objectives aligned to the identified needs of the students and includes a number of meaningful activities, but some of them don't fit with the broader goals.	LDT-C has developed a team plan that is appropriately aligned with the student's identified educational/social-emotional needs, incorporating the behavioral expectations of the general education setting that are a part of the student's school day.	LDT-C's plan is coherent and preventive, designed to support the student process. The intended objective guides application into the broader educational environment so as to facilitate independent functioning.
<a href="#">Enter Notes &amp; Evidence</a>				
<b>Rubric Score: 0/0</b>				

N/A Rubric - Component 1e	
<b>Component</b>	<b>Insufficient Evidence</b>
N/A	<a href="#">Enter Notes &amp; Evidence</a>

# Domain 2: Environment

## LDT-C Specialists - HEPI - Component 2a

Component	Ineffective	Partially Effective	Effective	Highly Effective
<b>2a: Establishing rapport with students</b>	LDT-C's interactions with students are negative or inappropriate; students appear uncomfortable during service delivery.	LDT-C's interactions are a mix of positive and negative; the LDT-C's efforts at developing rapport are partially successful.	LDT-C's interactions with students are positive and respectful; students appear comfortable during service delivery.	Students seek out the LDT-C, reflecting a high degree of comfort and trust in the relationship and demonstrates the benefits derived from the social/emotional supports provided through service delivery.
<a href="#">Enter Notes &amp; Evidence</a>				
<b>Rubric Score: 0/0</b>				

## N/A Rubric - Component 2a

Component	Insufficient Evidence
N/A	
<a href="#">Enter Notes &amp; Evidence</a>	

## LDT-C Specialists - HEPI - Component 2b

Component	Ineffective	Partially Effective	Effective	Highly Effective
<b>2b: Establishing a culture that promotes pro-social behaviors among the students across educational settings</b>	LDT-C makes no attempt to establish a culture for positive behaviors across school settings.	LDT-C attempts to promote positive behaviors across educational settings and these attempts are partially successful.	LDT-C promotes a culture throughout the school that encourages positive behaviors across educational settings and provides direct instructional support among the students in groups, and between students and their teachers.	LDT-C takes the initiative to work collaboratively in the promotion of a school wide culture that systematically establishes and reinforces positive behaviors environment.
<a href="#">Enter Notes &amp; Evidence</a>				
<b>Rubric Score: 0/0</b>				

## N/A Rubric - Component 2b

Component	Insufficient Evidence
N/A	
<a href="#">Enter Notes &amp; Evidence</a>	

## LDT-C Specialists - HEPI - Component 2c

Component	Ineffective	Partially Effective	Effective	Highly Effective
<b>2c: Establishing standards of conduct across settings</b>	No standards of conduct have been established and the LDT-C disregards or fails to address negative student behavior.	Standards of conduct appear to have been established, yet the LDT-C's attempts to monitor and correct negative student behavior is only partially successful.	Standards of conduct have been clearly established. The LDT-C monitors student behavior against those standards providing appropriate therapeutic supports and facilitating respectful behavior.	Standards of conduct have been clearly established. The LDT-C has built the behavioral foundation with the students so that they are able to monitor and self-correct their behaviors.
<a href="#">Enter Notes &amp; Evidence</a>				
<b>Rubric Score: 0/0</b>				

## N/A Rubric - Component 2c

Component	Insufficient Evidence
N/A	
<a href="#">Enter Notes &amp; Evidence</a>	

**LDT-C Specialists - HEPI - Component 2d**

Component	Ineffective	Partially Effective	Effective	Highly Effective
<b>2d: Maintaining confidentiality and keeping records</b>	The physical space is disorganized and poorly suited for working with students. Materials are not stored in a secure location, and are difficult to find when needed.	The physical space is moderately organized. Some attempt is made to modify the available space or find an alternative site that is more suitable for the planned activity. Materials are stored in a secure location, but are not always readily available.	Materials are stored in a secure location and are available when needed.	The physical space is arranged and organized to accommodate a variety of activities with children. If an alternative space is more suitable for an activity, the LDT-C has arranged for the site in advance. Materials are stored in a secure location and are readily available.
<a href="#">Enter Notes &amp; Evidence</a>				
<b>Rubric Score: 0/0</b>				

**N/A Rubric - Component 2d**

Component	Insufficient Evidence
N/A	
<a href="#">Enter Notes &amp; Evidence</a>	

**Domain 3: Delivery Of Service**

**LDT-C Specialists - HEPI - Component 3a**

Component	Ineffective	Partially Effective	Effective	Highly Effective
<b>3a: Responding to referrals and evaluating student needs in a timely manner</b>	LDT-C fails to respond to a referral request or to initiate the evaluative process defined in the referral.	LDT-C responds to a referral request in a timely manner with appropriate follow-up. The LDT-C initiates the evaluative process defined in the referral, but is inconsistent in the completion of the process.	LDT-C responds to a referral request in a timely manner with appropriate follow-up. The LDT-C initiates the evaluative process defined in the referral, and is consistent in the completion of the process.	LDT-C takes a leadership role in monitoring student performance with grade level teams, and guides the implementation of referral requests as necessary. Upon receipt of the referral, the LDT-C efficiently initiates and completes the evaluative process defined in the referral.
<a href="#">Enter Notes &amp; Evidence</a>				
<b>Rubric Score: 0/0</b>				

**N/A Rubric - Component 3a**

Component	Insufficient Evidence
N/A	
<a href="#">Enter Notes &amp; Evidence</a>	

**LDT-C Specialists - HEPI - Component 3b**

Component	Ineffective	Partially Effective	Effective	Highly Effective
<b>3b: Evaluating student needs in compliance with state and federal guidelines, inclusive of systems that are educationally relevant and diagnostically sound</b>	LDT-C resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established timelines and procedures.	LDT-C attempts to administer appropriate and/or available evaluation instruments to students, but is inconsistent in following established timelines and procedures.	LDT-C administers appropriate and/or relevant evaluation instruments to students, and ensures that all established timelines and/or procedures are delivered with full compliance.	LDT-C selects from a broad repertoire those assessments that are the most appropriate and educationally relevant to the referral questions, and conducts information sessions with colleagues to ensure that they fully understand and comply with all established timelines and/or procedures.
<a href="#">Enter Notes &amp; Evidence</a>				
<b>Rubric Score: 0/0</b>				

N/A Rubric - Component 3b

Component	Insufficient Evidence
N/A	
<a href="#">Enter Notes &amp; Evidence</a>	

LDT-C Specialists - HEPI - Component 3c

Component	Ineffective	Partially Effective	Effective	Highly Effective
<b>3c: Actively participating on the educational/evaluation teams</b>	LDT-C does not actively participate with student educational and/or evaluating teams.	LDT-C participates with student educational and/or evaluation teams based upon the diagnostic data derived from the assessment reports in the development of student's IEP.	LDT-C actively participates on the educational/evaluation teams, connecting the assessment data to the needs for service and prepares detailed IEPs based upon derived diagnostic data.	LDT-C actively participates on the educational/evaluation team and takes initiative in assembling materials for student meetings. IEPs are prepared in an exemplary manner, incorporating relevant diagnostic information that connects the student's performance to that of same-aged non-disabled peers.

[Enter Notes & Evidence](#)

**Rubric Score: 0/0**

N/A Rubric - Component 3c

Component	Insufficient Evidence
N/A	
<a href="#">Enter Notes &amp; Evidence</a>	

LDT-C Specialists - HEPI - Component 3d

Component	Ineffective	Partially Effective	Effective	Highly Effective
<b>3d: Planning interventions to maximize students' academic and/or behavioral successes</b>	LDT-C fails to plan intervention suitable for students or the planned intervention is mismatched with the findings of the assessment data.	LDT-C has planned interventions for students, but the interventions are only partially suitable and sporadically aligned with identified needs.	LDT-C's planned interventions for students are designed with integrity and aligned to remediate identified academic and/or behavioral needs.	LDT-C takes a leadership role in the development of comprehensive interventions for students, finding ways to meet student needs aligned to remediate educational and/or behavioral deficits. Initiative is taken in seeking additional resources as needed.

[Enter Notes & Evidence](#)

**Rubric Score: 0/0**

N/A Rubric - Component 3d

Component	Insufficient Evidence
N/A	
<a href="#">Enter Notes &amp; Evidence</a>	

LDT-C Specialists - HEPI - Component 3e

Component	Ineffective	Partially Effective	Effective	Highly Effective

<b>3e: Maintaining professional relationships with community service providers to support student performance across settings</b>	LDT-C does not maintain contact with professional colleagues and community service providers in the provision of educational services.	LDT-C maintains occasional contact with professional colleagues and community service providers in the provision of educational services.	LDT-C maintains ongoing contact with professional colleagues and community service providers in the provision of educational services across settings.	LDT-C initiates ongoing contact in order to network with professional colleagues and community service providers. LDT-C identifies when additional resources are necessary and procures those resources in collaboration with the educational team in the provision of educational services across settings.
	<a href="#">Enter Notes &amp; Evidence</a>			
<b>Rubric Score: 0/0</b>				

<b>N/A Rubric - Component 3e</b>	
<b>Component</b>	<b>Insufficient Evidence</b>
N/A	<a href="#">Enter Notes &amp; Evidence</a>

<b>LDT-C Specialists - HEPI - Component 3f</b>				
<b>Component</b>	<b>Ineffective</b>	<b>Partially Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>3f: Demonstrative flexibility and responsiveness</b>	LDT-C adheres to his or her service plan, in spite of evidence of its inadequacy.	LDT-C makes modest changes in the service plan when confronted with evidence of the need for change.	LDT-C makes revisions in the service plan as necessary based upon data and the educational setting.	LDT-C is continually seeking ways to improve the service plan, and makes changes as needed in response to input of stakeholders.
<a href="#">Enter Notes &amp; Evidence</a>				
<b>Rubric Score: 0/0</b>				

<b>N/A Rubric - Component 3f</b>	
<b>Component</b>	<b>Insufficient Evidence</b>
N/A	<a href="#">Enter Notes &amp; Evidence</a>

## Domain 4: Professional Responsibilities

<b>LDT-C Specialists - HEPI - Component 4a</b>				
<b>Component</b>	<b>Ineffective</b>	<b>Partially Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>4a: Reflecting on practice</b>	LDT-C resists reflection on practice. Reflections are inaccurate or self-serving. LDT-C is unable to identify any evidence-based practice to support interventions.	LDT-C'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. LDT-C demonstrates a vague understanding of evidence-based practice and how it relates to interventions.	LDT-C's reflection provides an accurate and objective description of practice, citing specific evidence. LDT-C makes some specific suggestions based on evidence as to how the interventions might be improved.	LDT-C's reflection is accurate and perceptive, citing specific examples that were not fully successful, for at least some students. LDT-C draws on an extensive repertoire to suggest alternative strategies and consistently incorporates evidence-based practices.
<a href="#">Enter Notes &amp; Evidence</a>				
<b>Rubric Score: 0/0</b>				

<b>N/A Rubric - Component 4a</b>	
<b>Component</b>	<b>Insufficient Evidence</b>
N/A	<a href="#">Enter Notes &amp; Evidence</a>

**Areas of Strength:**

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**Areas of Growth:**

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**Recommendations:**

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**Additional Comments:**

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