

Domain 1: Therapeutic Specialists: PLANNING AND PREPARATION

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
1ab: Establishing goals for the therapy program appropriate to the setting and the students served	Therapeutic Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the varying needs of students .	Therapeutic Specialist's goals for the therapy program are rudimentary and are partially appropriate suitable to the situation and to the varying needs of students .	Therapeutic Specialist's goals for the therapy program are clear and appropriate to the situation in the school and are responsive to the varying needs of individual students and groups to the age of the students .	Therapeutic Specialist's goals for the therapy program are highly appropriate to the situation in the school are responsive to the varying needs of individual students and groups to the age of the students and have been developed following consultations with administrators and teachers.
1ba: Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license	Therapeutic Specialist demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license. Therapeutic Specialist does not recognize how primary language, dialect, race and culture impact the assessment process	Therapeutic Specialist demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license. Therapeutic Specialist displays limited recognition of how primary language, dialect, race and culture impact the assessment process.	Therapeutic Specialist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license. Therapeutic Specialist recognizes how primary language, dialect, race and culture impact the assessment process and selects appropriate assessments to identify instructional needs.	Therapeutic Specialist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license. Therapeutic Specialist recognizes how primary language, dialect, race and culture impact the assessment process, collecting such information from a variety of sources, and selects appropriate assessments to identify instructional needs.
1c: Demonstrating knowledge of district, state, and federal regulations and guidelines	Therapeutic Specialist demonstrates little or not knowledge of special education laws and procedures.	Therapeutic Specialist demonstrates basic knowledge of special education laws and procedures.	Therapeutic Specialist demonstrates thorough knowledge of special education laws and procedures.	Therapeutic Specialist's knowledge of special education laws and procedures is extensive; specialist takes a leadership role in reviewing and revising district policies.

Domain 1: Therapeutic Specialists: PLANNING AND PREPARATION (continued)

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
1d: Demonstrating knowledge of resources, both within and beyond the school and district	Specialist demonstrates little or no knowledge of resources that appropriately reflect the ethnic and racial identity of students for students available through the school or district.	Specialist demonstrates basic knowledge of resources that appropriately reflect the ethnic and racial identity of students for students available through the school or district.	Specialist demonstrates thorough knowledge of resources that appropriately reflect the ethnic and racial identity of students for students available through the school or district and some familiarity with resources outside the district.	Specialist demonstrates extensive knowledge of resources that appropriately reflect the ethnic and racial identity of students for students available through the school or district and in the larger community.
1e: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure. Program does not reflect ethnic and racial diversity.	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 and may not appropriately reflect ethnic and racial diversity.	Specialist, in consultation with team members , has developed a plan that includes learning activities that appropriately reflect ethnic and racial diversity and the important aspects of work in the setting.	Specialist's plan, developed in consultation with team members , is highly coherent and preventive and serves to support students individually, within the broader educational program.
1f: Developing a plan to evaluate the therapy program	Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Specialist has a rudimentary plan to evaluate the therapy program.	Specialist's plan to evaluate the program is organized around clear goals, which include the mitigation of disproportionality and the collection of evidence to indicate the degree to which the goals have been met.	Specialist's evaluation plan is highly sophisticated and includes the mitigation of disproportionality with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 2: Therapeutic Specialists: THE ENVIRONMENT

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
2a: Establishing rapport with students	Therapeutic Specialist s does not intentionally or respectfully engage students interactions with students are negative or inappropriate ; students appear uncomfortable in the testing and treatment center.	Therapeutic Specialist s intentionally and respectfully engages some students interactions are a mix of positive and negative ; the specialist's efforts at developing rapport are partially successful.	Therapeutic Specialist's interactions with students are intentional, positive and respectful and appropriate to the age and cultures of the students; students appear comfortable in the testing and treatment area center .	Students seek out the Therapeutic Specialist, reflecting a high degree of comfort and trust in the relationship.
2b: Organizing time effectively	Therapeutic Specialist exercises poor judgment in setting priorities, resulting in confusion, messed deadlines, and conflicting schedules.	Therapeutic Specialist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	Therapeutic Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Therapeutic Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.
2c: Establishing and maintaining clear procedures for referrals	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Therapeutic 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 any have been developed in a consultation with teachers and administrators.
2d: Establishing standards of conduct in the treatment center	No standards of conduct have been established, and specialist disregards or fails to address negative students behavior during evaluation or treatment.	Standards of conduct appear to have been established for the testing and treatment center. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	Standards of conduct have been established for the testing and treatment area center . Specialist is alert to monitors student behavior against those standards ; Specialist's response to students is appropriate and respects the dignity, racial and cultural diversity of students. respectful . Specialist identifies and incorporates the various communication styles and modalities of students from various racial or ethnic groups.	Standards of conduct have been established for the testing and treatment area center . Specialist's monitoring of students is subtle and preventive, respects the dignity, racial and cultural diversity of students, and students engage in self-monitoring of behavior. Specialist identifies and incorporates the various communication styles and modalities of students from various racial or ethnic groups.

2e: Organizing physical space for testing of students and providing therapy	The testing and treatment area center is disorganized and poorly suited to working with students. Materials are usually available.	The testing and treatment area center is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed.	The testing and treatment area center is well organized; materials are available when needed.	The testing and treatment area center is highly organized and is inviting to students. Materials are convenient when needed.
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Domain 3: Therapeutic Specialists: DELIVERY OF SERVICE

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
3a: Responding to referrals and evaluating student needs	<p>Therapeutic Specialist fails to respond to referrals or makes hasty assessments of student needs with no consideration to the varying needs of individual students and groups including the impact of race and culture.</p>	<p>Therapeutic Specialist responds to referrals when pressed and makes adequate assessments of student needs with limited consideration to the varying needs of individual students and groups including the impact of race and culture.</p>	<p>Therapeutic Specialist responds to referrals engaging in inquiry to determine if difference or disability is suspected and makes thorough assessments of student needs with consideration to the varying needs of individual students and groups including the impact of race and culture.</p>	<p>Therapeutic Specialist is proactive in responding to referrals engaging in inquiry to determine if difference or disability is suspected and makes highly competent assessments of student needs with consideration to the varying needs of individual students and groups including the impact of race and culture.</p>
3b: Developing and implementing treatment plans to maximize students' success	<p>Therapeutic Specialist fails to develop treatment plans appropriate suitable for students, or plans are mismatched with the findings of assessments.</p> <p>Plans for students display limited or no responsiveness to students' individual, medial, linguistic, and diverse learning needs; plans do not reflect the racial and cultural diversity of students.</p>	<p>Therapeutic Specialist's plans for students are partially appropriate suitable for them or sporadically aligned with identified needs.</p> <p>Plans for students may display some responsiveness to students' individual, medial, linguistic, and diverse learning needs, and may partially reflect the racial and cultural diversity of students, but plans may be incomplete or inaccurate.</p>	<p>Therapeutic Specialist's plans for students are appropriate suitable for them and are aligned with identified needs.</p> <p>Plans for students display responsiveness to students' individual, medial, linguistic, and diverse learning needs, and appropriately reflect the racial and cultural diversity of students.</p>	<p>Therapeutic Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.</p> <p>Plans for students display responsiveness to students' individual, medial, linguistic, and diverse learning needs, and appropriately reflect the racial and cultural diversity of students, collecting such information from a variety of sources.</p>
3c: Communicating with families	<p>Therapeutic Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.</p>	<p>Therapeutic Specialist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to diverse racial, cultural and linguistic backgrounds traditions.</p>	<p>Therapeutic Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to diverse racial, cultural and linguistic backgrounds traditions.</p>	<p>Therapeutic Specialist secures necessary permissions and communicates with families in a manner highly sensitive to diverse racial, cultural and linguistic background tradition. Specialist reaches out to families of students to enhance trust.</p>

<p>3d: Collecting information; writing reports</p>	<p>Therapeutic Specialist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.</p> <p>Therapeutic Specialist assessment practices and reports display little or no responsiveness to students' individual medical, linguistic, and diverse learning needs.</p>	<p>Therapeutic 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.</p> <p>Therapeutic Specialist's assessment practices and reports display responsiveness to students' individual medical, linguistic, and diverse learning needs, but such practices may be incomplete or inaccurate.</p>	<p>Therapeutic Specialist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.</p> <p>Therapeutic Specialist's assessment practices and reports display responsiveness to students' individual medical, linguistic, and diverse learning needs.</p>	<p>Therapeutic Specialist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.</p> <p>Therapeutic Specialist's assessment practices and reports display responsiveness to students' individual medical, linguistic, and diverse learning needs, collecting such information from a variety of sources.</p>
<p>3e: Demonstrating flexibility and responsiveness</p>	<p>Specialist adheres to the plan or program, in spite of evidence of its inadequacy.</p> <p>Therapeutic Specialist displays little or no understanding of students' individual medical, linguistic, and diverse learning needs, or why such knowledge is important.</p>	<p>Specialist makes modest changes in the treatment program when confronted with evidence of the need for change.</p> <p>Therapeutic Specialist displays awareness of the importance of knowing students' diverse needs including but not limited to medical, linguistic, race, and cultural influences of students, staff, and families, but such knowledge may be incomplete or inaccurate.</p>	<p>Specialist makes revisions in the treatment program when they are needed.</p> <p>Therapeutic Specialist displays flexibility and responsiveness to the diverse needs including but not limited to medical, linguistic, race, and cultural influences of students, staff, and families.</p>	<p>Specialist in continually seeking way to improve the treatment program and makes changes as needed in response to students, parent, or teacher input.</p> <p>Therapeutic Specialist displays flexibility and responsiveness to the diverse needs including but not limited to medical, linguistic, race, and cultural influences of students, staff, and families, collecting such information from a variety of sources.</p>

Domain 4: Therapeutic Specialists: PROFESSIONAL RESPONSIBILITIES

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on practice	Therapeutic Specialist does not reflect on practice or the reflections are inaccurate or self-serving.	Therapeutic Specialist's reflection on a practice is moderately accurate and objective without citing specific examples and culturally responsive elements , and with only global suggestions as to how it might be improved.	Therapeutic Specialist's reflection provides an accurate and objective description of practice, citing specific examples and culturally responsive elements positive and negative characteristics . Specialist makes some specific suggestions as to how the therapy program might be improved.	Therapeutic Specialist's reflection is highly accurate and perceptive, citing specific examples and culturally responsive elements 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	Therapeutic Specialist is not available to staff for questions and planning and declines to provide background material when requested.	Therapeutic Specialist is available to staff for questions and planning and provides background material when requested.	Therapeutic Specialist initiates contact with teachers and administrators to confer regarding individual cases.	Therapeutic Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.
4c: Maintaining an effective data management system	Therapeutic Specialist's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust instruction treatment when needed.	Therapeutic Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust instruction treatment when needed.	Therapeutic Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust instruction treatment when needed.	Therapeutic Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust instruction treatment when needed. Specialist uses the system to communicate with teachers and parents.

Domain 4: Therapeutic Specialists: PROFESSIONAL RESPONSIBILITIES (continued)

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<p>4d: Participating in a professional community</p>	<p>Therapeutic Specialist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.</p> <p>Therapeutic Specialist does not participate in a culture of professional inquiry. Therapeutic Specialist makes no attempts to analyze data in order to eliminate disparities based on race and culture.</p>	<p>Therapeutic Specialist's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so.</p> <p>Therapeutic Specialist participates in a culture of professional inquiry when invited to do so. Therapeutic Specialist makes modest and partially effective attempts to analyze data in order to eliminate disparities based on race and culture.</p>	<p>Therapeutic Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.</p> <p>Therapeutic Specialist regularly engages in professional inquiry, including practice conversations with staff and teams and analyzes data in order to plan for student growth and eliminate disparities based on race and culture.</p>	<p>Therapeutic Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.</p> <p>Therapeutic Specialist actively participates in a culture of professional inquiry, including proactive conversations with staff and teams. Therapeutic Specialist regularly analyzes data in order to eliminate disparities based on race and culture.</p>
<p>4e: Growing and Developing Professionally Engaging in professional development</p>	<p>Therapeutic Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.</p>	<p>Therapeutic Specialist's participation in professional development activities that include equity and improvement of individual practice is limited to those that are convenient or are required.</p>	<p>Therapeutic Specialist seeks out opportunities for professional development centered around improvement of individual practice including cultural competence based on an individual assessment of need.</p>	<p>Therapeutic Specialist actively pursues professional development opportunities centered around equity and improvement of individual practice and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.</p>
<p>4f: Demonstrating Showing professionalism, including integrity,</p>	<p>Therapeutic Specialist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.</p>	<p>Therapeutic 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.</p>	<p>Therapeutic Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, families, and the public and advocates for students when needed.</p> <p>Therapeutic Specialist advocates for all students for all students to receive access to educational programming, with equity as a focus, to ensure that decisions do not marginalize groups of students</p>	<p>Therapeutic Specialist 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.</p> <p>Therapeutic Specialist advocates for all students for all students to receive access to educational programming, with equity as a focus, to ensure that decisions do not marginalize groups of students</p>

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