

Domain 1: Therapeutic Specialists: PLANNING AND PREPARATION

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<p>1ab: Establishing goals for the therapy program appropriate to the setting and the students served</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>1e: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students</p>	<p>Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure. Program does not reflect ethnic and racial diversity.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

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.
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.

Domain 3: Therapeutic Specialists: DELIVERY OF SERVICE

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
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>
3d: Collecting information; writing reports	<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>
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