

## Therapeutic Specialist Rubric 2017 - 2018

### Domain 1 Planning and Preparation

<b>Component</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Skilled</b>	<b>Accomplished</b>
<b>1a: Demonstrating knowledge &amp; skill in the specialist therapy area; holding the relevant certificate or license</b>	Specialist demonstrates little or no knowledge & skill in the therapy area; does not hold the necessary certificate or license.	Specialist demonstrates basic knowledge & skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates thorough knowledge & skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates extensive knowledge & skill in the therapy area; holds an advanced certificate or license.
<b>1b: Establishing goals for the therapy program appropriate to the setting and the students served*</b>	Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the student.	Specialist's goals for the therapy program are rudimentary & are partially suitable to the situation & to the age of the students.	Specialist's goals for the therapy program are clear & appropriate to the situation in school & to the age of the students.	Specialist's goals for the therapy program are highly appropriate to the situation in the school & to the age of the students & have been developed following consultations with administrators & teachers.
<b>1c: Demonstrating knowledge of district, state &amp; federal regulations &amp; guidelines</b>	Specialist demonstrates little or no knowledge of special education laws & procedures.	Specialist demonstrates basic knowledge of special education laws & procedures.	Specialist demonstrates thorough knowledge of special education laws & procedures.	Specialist's knowledge of special education laws & procedures is extensive; specialist takes a leadership role in reviewing & revising district policies.
<b>1d: Demonstrating knowledge of resources, both within &amp; beyond the school &amp; district</b>	Specialist demonstrates little or no knowledge of resources for students available through the school or district.	Specialist demonstrates basic knowledge of resources for students available through the school or district.	Specialist demonstrates thorough knowledge of resources for students available through the school or district & some familiarity with resources outside the district.	Specialist demonstrates extensive knowledge of resources for students available through the school or district & in the larger community.
<b>1e: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students*</b>	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Specialist's plan has a guiding principle & includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Specialist has developed a coherent plan & selects worthwhile activities that meet the individual's needs & fit the broader goals.	Specialist's plan is highly coherent & preventive & serves to support students individually, within the broader education program.
<b>1f: Developing a plan to evaluate the therapy program</b>	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 & the collection of evidence to indicate the degree to which the goals have been met.	Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence & a clear path toward improving the program on an ongoing basis.

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**Domain 2 The Service Environment**

<b>Component</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Skilled</b>	<b>Accomplished</b>
<b>2a: Establishing rapport with students</b>	Specialist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing & treatment center.	Specialist's interactions are a mix of positive & negative; the specialist's efforts at developing rapport are partially successful.	Specialist's interactions with students are positive and respectful; students appear comfortable in the testing & treatment center.	Students seek out the specialist, reflecting a high degree of comfort & trust in the relationship.
<b>2b: Organizing time effectively</b>	Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines & conflicting schedules.	Specialist's time management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	Specialist exercises good judgment in setting priorities, resulting in clear schedules & important work being accomplished in an efficient manner.	Specialist demonstrates excellent time management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.
<b>2c: Establishing &amp; maintaining clear procedures for referrals*</b>	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.	Specialist has established procedures for referrals, but the details are not always clear.	Procedures for referrals & for meetings & consultations with parents & administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.
<b>2d: Establishing standards of conduct in the treatment center *</b>	No standards of conduct have been established, & specialist disregards or fails to address negative student behavior during evaluation or treatment.	Standards of conduct appear to have been established for the testing & treatment center. Specialist's attempts to monitor & correct negative student behavior during evaluation & treatment are partially successful.	Standards of conduct have been established for the testing & treatment center. Specialist monitors student behavior against those standards; response to students is appropriate & respectful.	Standards of conduct have been established for the testing & treatment center. Specialist's monitoring of students is subtle & preventive, & students engage in self monitoring of behavior.
<b>2e: Organizing physical space for testing of students &amp; providing therapy</b>	The testing & treatment center is disorganized & poorly suited to working with students. Materials are usually available.	The testing & treatment center is moderately well organized & moderately well suited to working with students. Materials are difficult to find when needed.	The testing & treatment center is well organized; materials are available when needed.	The testing & treatment center is highly organized & is inviting to students. Materials are convenient when needed.

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**Domain 3 Service Delivery**

<b>Component</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Skilled</b>	<b>Accomplished</b>
<b>3a: Responding to referrals &amp; evaluating student needs</b>	Specialist fails to respond to referrals or makes hasty assessments of student needs.	Specialist responds to referrals when pressed & makes adequate assessments of student needs.	Specialist responds to referrals & makes thorough assessments of student needs.	Specialist is proactive in responding to referrals & makes highly competent assessments of student needs.
<b>3b: Developing &amp; implementing treatment plans to maximize students' success*</b>	Specialist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.	Specialist's plans for students are partially suitable for them or sporadically aligned with identified needs.	Specialist's plans for students are suitable for them & are aligned with identified needs.	Specialist develops comprehensive plans for students, finding ways to creatively meet student needs & incorporate many related elements.
<b>3c: Communicating with families</b>	Specialist fails to communicate with families & secure necessary permission for evaluations or communicates in an insensitive manner.	Specialist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural & linguistic traditions.	Specialist communicates with families & secures necessary permission for evaluations, doing so in a manner sensitive to cultural & linguistic traditions.	Specialist secures necessary permission & communicates with families in a manner highly sensitive to cultural & linguistic traditions. Specialist reaches out to families of students to enhance trust.
<b>3d: Collecting information; writing reports *</b>	Specialist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.	Specialist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity & not always appropriate to the audience.	Specialist collects all the important information on which to base treatment plans; reports are accurate & appropriate to the audience.	Specialist is proactive in collecting important information, interviewing teachers & parents if necessary; reports are accurate & clearly written & are tailored for the audience.
<b>3e: Demonstrating flexibility &amp; responsiveness</b>	Specialist adheres to the plan or program, in spite of evidence of its inadequacy.	Specialist makes modest changes in the treatment program when confronted with evidence of the need for change.	Specialist makes revisions in the treatment program where they are needed.	Specialist is continually seeking ways to improve the treatment program & makes changes as needed in response to student, parent or teacher input.

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**Domain 4 Professional Responsibilities**

<b>Component</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Skilled</b>	<b>Accomplished</b>
<b>4a: Reflecting on practice</b>	Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Specialist's reflection on practice is moderately accurate & objective without citing specific examples, & with only global suggestions as to how it might be improved.	Specialist's reflection provides an accurate & objective description of practice, citing specific positive & negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved.	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.
<b>4b: Collaborating with teachers &amp; administrators</b>	Specialist is not available to staff for questions & planning & declines to provide background material when requested.	Specialist is available to staff for questions & planning & provides background material when requested.	Specialist initiates contact with teachers & administrators to confer regarding individual cases.	Specialist seeks out teachers & administrators to confer regarding cases, soliciting their perspectives on individual students.
<b>4c: Maintaining an effective data-management system*</b>	Specialist's data management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	Specialist has developed a rudimentary data-management system for monitoring student progress & occasionally uses it to adjust treatment when needed.	Specialist has developed an effective data-management system for monitoring student progress & uses it to adjust treatment when needed.	Specialist has developed a highly effective data-management system for monitoring student progress & uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers & parents.
<b>4d: Participating in a professional community</b>	Specialist's relationships with colleagues are negative or self-serving, & specialist avoids being involved in school & district events & projects.	Specialist's relationships with colleagues are cordial, & specialist participates in school & district events & projects when specifically asked to do so.	Specialist participates actively in school & district events & projects & maintains positive & productive relationships with colleagues.	Specialist makes a substantial contribution to school & district events & projects & assumes a leadership role with colleagues.
<b>4e: Engaging in professional development</b>	Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Specialist's participation in professional development activities is limited to those that are convenient or are required.	Specialist seeks out opportunities for professional development based on an individual assessment of need.	Specialist actively pursues professional development opportunities & makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
<b>4f: Showing professionalism, including integrity, advocacy, &amp; maintaining confidentiality.*</b>	Specialist displays dishonesty in interactions with colleagues, students, & the public & violates principles of confidentiality.	Specialist is honest in interactions with colleagues, students, & the public, plays a moderate advocacy role for students, & does not violate norms of confidentiality.	Specialist displays high standards of honesty, integrity, & confidentiality in interactions with colleagues, students, & the public & advocates for students when needed.	Specialist can be counted on to hold the highest standards of honesty, integrity, & confidentiality & to advocate for students, taking a leadership role with colleagues.