

Evaluation Rubric

Therapeutic Specialist

1: Domain 1: Planning and Preparation

1a: Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license

Excellent	Proficient	Needs Improvement	Unsatisfactory
Specialist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license.	Specialist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates little or no knowledge and skill in the therapy; does not hold the necessary certificate or license.

1b: Establishing goals for the therapy program appropriate to the setting and the students served

Excellent	Proficient	Needs Improvement	Unsatisfactory
Specialist'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 administrators and teachers.	Specialist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.	Specialist's goals for the therapy are rudimentary and are partially suitable to the situation and to the age of the students.	Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of students

1c: Demonstrating knowledge of district, state, and federal regulations and guidelines

Excellent	Proficient	Needs Improvement	Unsatisfactory
Specialist's knowledge of special education laws and procedures is extensive; specialist takes a leadership role in reviewing and revising district policies.	Specialist demonstrates thorough knowledge of special education laws and procedures.	Specialist demonstrates basic knowledge of special education law and procedures.	Specialist demonstrates little or no knowledge of special education laws and procedures.

1d: Demonstrating knowledge of resources, both within and beyond the school and the district

Excellent	Proficient	Needs Improvement	Unsatisfactory
Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.	Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Specialist demonstrates basic knowledge of resources for students available through the school or district.	Specialist demonstrates little or no knowledge of resources for students available through the school or the district.

1e: Planning the therapy program, integrated with the regular school program to meet the needs of individual students

Excellent	Proficient	Needs Improvement	Unsatisfactory
Specialist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.	Specialist has developed a plan that includes the important aspects of work in the setting.	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.	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.

1f: Developing a plan to evaluate the therapy program

Excellent	Proficient	Needs Improvement	Unsatisfactory
Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.	Specialist'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.	Specialist has a rudimentary plan to evaluate the therapy program.	Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.

2: Domain 2: The Environment**2a: Establishing rapport with students**

Excellent	Proficient	Needs Improvement	Unsatisfactory
Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.	Specialist's interactions with students are positive and respectful; students appear comfortable in the testing and treatment center.	Specialist's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful.	Specialist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment center.

2b: Organizing time effectively

Excellent	Proficient	Needs Improvement	Unsatisfactory
Specialist demonstrates excellent time-management skills, accomplishing all tasks in a timely manner; teachers and students understand their schedules.	Specialist exercises good judgement in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Specialist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most effective manner.	Specialist exercises poor judgement in setting priorities; resulting in confusion, missed deadlines, and conflicting schedules.

2c: Establishing and maintaining clear procedures for referrals

Excellent	Proficient	Needs Improvement	Unsatisfactory
Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Specialist has established procedures for referrals, but the details are not always clear.	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.

2d: Establishing standards of conduct in the treatment center

Excellent	Proficient	Needs Improvement	Unsatisfactory
Standards of conduct have been established for the testing and treatment center. Specialist's monitoring of students is subtle and preventative, and students engage in self-monitoring of behavior.	Standards of conduct have been established for the testing and treatment center. Specialist monitors student behavior against those standards; response to students is appropriate and respectful.	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.	No standards of conduct have been established, and a specialist disregards or fails to address negative student behavior during evaluation or treatment.

2e: Organizing physical space for testing of students and providing therapy

Excellent	Proficient	Needs Improvement	Unsatisfactory
The testing and treatment center is highly organized and is inviting to students. Materials are convenient when needed.	The testing and treatment center is well organized; materials are available when needed.	The testing and treatment center is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed.	The testing and treatment center is disorganized and poorly suited to working with students. Materials are usually available.

3: Domain 3: Instruction / Delivery of Service**3a: Responding to referrals and evaluating student needs**

Excellent	Proficient	Needs Improvement	Unsatisfactory
Specialist is proactive in responding to referrals and makes highly competent assessments of student needs.	Specialist responds to referrals and makes thorough assessments of student needs.	Specialist responds to referrals when pressed and makes adequate assessments of student needs.	Specialist fails to respond to referrals or makes hasty assessments of student needs.

3b: Developing and implementing treatment plans to maximize student's success

Excellent	Proficient	Needs Improvement	Unsatisfactory
Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.	Specialist's plans for students are suitable for them and are aligned with identified needs.	Specialist's plans for students are partially suitable for them or sporadically aligned with identified needs.	Specialist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of the assessments.

3c: Communicating with families

Excellent	Proficient	Needs Improvement	Unsatisfactory
Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust.	Specialist's communication with families is partially successful; permissions are obtained but there are occasional in-sensitivities to cultural and linguistic traditions.	Specialist's communication with families is partially successful; permissions are obtained but there are occasional in-sensitivities to cultural and linguistic traditions.	Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.

3d: Collecting information; writing reports

Excellent	Proficient	Needs Improvement	Unsatisfactory
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.	Specialist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	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.	Specialist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.

3e: Demonstrating flexibility and responsiveness

Excellent	Proficient	Needs Improvement	Unsatisfactory
Specialist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent or teacher input.	Specialist makes revisions in the treatment program when they are needed.	Specialist makes modest changes in the treatment program when confronted with evidence of the need for change.	Specialist adheres to the plan or program, in spite of evidence of its inadequacy.

4: Domain 4: Professional Responsibilities**4a: Reflecting on practice**

Excellent	Proficient	Needs Improvement	Unsatisfactory
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.	Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved.	Specialist'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.	Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.

4b: Collaborating with teachers and administrators

Excellent	Proficient	Needs Improvement	Unsatisfactory
Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.	Specialist initiates contact with teachers and administrators to confer regarding individual cases.	Specialist is available to staff for questions and planning and provides background material when requested.	Specialist is not available to staff for questions and planning and declines to provide background material when requested.

4c: Maintaining an effective data-management system

Excellent	Proficient	Needs Improvement	Unsatisfactory
Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and parents.	Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	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.

4d: Participating in a professional community

Excellent	Proficient	Needs Improvement	Unsatisfactory
Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.	Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Specialist's relationship with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so.	Specialist's relationship with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.

4e: Engaging professional development

Excellent	Proficient	Needs Improvement	Unsatisfactory
Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.	Specialist seeks out opportunities for professional development based on an individual assessment of need.	Specialist's participation in professional development activities is limited to those that are convenient or all required.	Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.

4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality

Excellent	Proficient	Needs Improvement	Unsatisfactory
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.	Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	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.	Specialist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.