**Form M: Indian Prairie Framework for Therapeutic Specialists**

**Domain 1: Planning and Preparation**

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|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***1a:***  ***Demonstrating Knowledge of Specialist’s Discipline and Law Pertaining to School System Practice*** | Specialist makes significant errors and/or does not plan to address significant errors made by students. Specialist displays little understanding of prerequisite knowledge and best practices important to enhancing student progress and function. Specialist displays little or no knowledge of laws and procedures governing Specialists. | Specialist is familiar with the important concepts in the discipline but displays lack of awareness of how therapeutic concepts relate to the educational system. Specialist demonstrates an understanding of therapeutic discipline although knowledge is incomplete. Specialist's plans and practice reflect a limited range of therapeutic and/or specialty approaches. | Specialist displays solid knowledge of the important concepts in the discipline and how they relate to one another. Specialist demonstrates accurate understanding of prerequisite relationships among therapy concepts and educational practice. Specialist's plans and practice reflect familiarity with best practice in the specialty field. | Specialist displays extensive knowledge of the important concepts in the discipline and how these relate to school system practice and the interventions provided by other disciplines. Specialist demonstrates understanding of prerequisite relationships among therapy and/or specialty concepts and educational practice and understands the link to necessary components that ensure student progress and function. Specialist's plans and practice reflect familiarity with a wide range of research in the specialty field and the ability to anticipate student responses. |
| ***Critical***  ***Attributes*** | * *Specialist is unfamiliar with the important concepts in the field of his/her field and how they relate to school practice.* * *Specialist is unaware of state laws and professional procedures governing best practices for students.* | * *Specialist has limited knowledge of the important concepts in the field of his/her field and how they relate to school practice.* * *Specialist is somewhat aware of state laws and professional procedures governing best practices for students.* | * *Specialist is familiar with the important concepts in the field of his/her field and how they relate to school practice.* * *Specialist is aware of state laws and professional procedures governing best practices for students.* | * *Specialist is able to serve as a resource to coworkers and parents when discussing the important concepts in the field of his/her field and how they relate to school practice.* * *Specialist is very familiar with state laws and professional procedures governing best practices for students.* |
| ***Guiding Question: What are the key concepts and their relationship to the session to be observed and the overall plan within which it falls?***  **Evidence:** | | | | |

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|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***1b: Demonstrating Knowledge of Typical and Atypical Child and Adolescent Development*** | Specialist displays minimal understanding and little knowledge of typical and atypical development and how development and special needs impact student progress — and does not indicate that such knowledge is valuable. | Specialist displays generally accurate knowledge of how typical and atypical development and special needs impact student progress, but may overgeneralize this knowledge across student groups. | Specialist understands the individualized nature of student progress and utilizes information on typical and atypical development and special needs appropriately with students. Specialist also purposefully acquires knowledge from several sources about students' development and skills, special needs, and performance. | Specialist understands the individualized nature of student progress and acquires information to address the complexity of student needs with typical and atypical development in mind. Specialist also uses knowledge to systematically problem-solve and plan using knowledge from research based sources that address individual students’ development and skills, special needs, and performance. |
| ***Critical***  ***Attributes*** | * *Specialist demonstrates minimal knowledge of typical and atypical development.* * *Specialist demonstrates minimal knowledge of resources available concerning developmental norms.* * *Specialist demonstrates minimal knowledge of disorders of his/her field and their impact on the educational process.* | * *Specialist demonstrates limited knowledge of typical and atypical development.* * *Specialist demonstrates limited knowledge of resources available concerning developmental norms.* * *Specialist demonstrates limited knowledge of disorders of his/her field and their impact on the educational process.* | * *Specialist demonstrates knowledge of typical and atypical development.* * *Specialist references several appropriate resources containing developmental norms.* * *Specialist demonstrates knowledge of disorders of his/her field and their impact on the educational process.* | * *Specialist is respected member of team providing knowledge of typical and atypical communication development that contributes to student success.* * *Specialist references and shares important information concerning developmental norms.* * *Specialist demonstrates and shares skilled knowledge of disorders of his/her field and their impact on the educational process.* |
| ***Guiding Question: How did your awareness of students’ interests/needs, prior knowledge, culture, and experiences impact your planning?***  **Evidence:** | | | | |

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|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***1c:***  ***Establishing***  ***Student Goals*** | The goals do not exist or are not measurable and do not reflect important progress in area of student need. Goals are inappropriate to either the situation, student age, or needs of the student. | Goals are rudimentary -- stated as directions for the team or as special activities, or based on global assessments of student progress rather than specific to individual student needs. Goals are measurable but reflect limited suitability for the student's age, needs and situation. | The goals are rigorous and address specific and important student needs. Goals are clear, measurable and suggest viable methods of assessment. Goals are suitable for student's age, needs and situation, and are applicable for integration into the student's educational curriculum. | The goals represent a high-level of understanding of how to assimilate therapeutic and specialist strategies into the educational curriculum. Goals are clear, measurable and understood by a variety of team members. Goals permit viable methods of assessment and allow for progress. Goals are differentiated, in whatever way is needed, for individual students. |
| ***Critical Attributes*** | * *Specialist does not use assessment results and/or current available data to formulate goals that address individual student needs.* * *Specialist does not write measurable or achievable goals that are aligned to the CC Standards.* * *Specialist is unable to communicate rationale for targeted goal areas.* * *Specialist is unaware of related academic goals.* | * *Specialist inconsistently uses assessment results, and/or current available data to formulate goals that address individual student needs.* * *Specialist writes measurable and achievable goals that are aligned to the CC Standards in a limited way.* * *Specialist has limited communication regarding the rationale for targeted goal areas.* * *Specialist demonstrates some awareness of related academic goals.* | * *Specialist uses assessment results and/or current available data to formulate goals that address individual student needs.* * *Specialist writes goals that are consistently measurable and achievable, as well as aligned to the CC Standards.* * *Specialist is able to communicate to parents and/or staff members the rational for the targeted goal areas.* * *Specialist shares responsibility for related academic goals.* | * *Specialist uses assessment results and/or current available data, from all academic areas, to formulate highly effective goals that address individual student needs.* * *Specialist collaborates with team members to write measurable and achievable goals that are aligned to the CC Standards.* * *Specialist is able to effectively communicate to parents, students (as appropriate), and related staff members the rational for the targeted goal areas.* * *Specialist shares responsibility for related academic goals and collaborates with team members to maximize student success.* |
| ***Guiding Question: How did you develop student outcomes to meet the varying needs of your students?***  **Evidence:** | | | | |

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|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***1d: Designing***  ***Specialist’s Services With Appropriate Resources*** | Therapy or specialist program consists of a random collection of unrelated activities, lacking alignment or an overall structure. Specialist is unaware of resources (e.g. references and best practices through professional organizations, etc.) to assist student progress beyond materials provided by the school or district, nor is Specialist aware of resources for expanding one’s own professional skill. | Specialist's plan has a guiding principal and includes a number of worthwhile activities, but some do not fit the overall program goal or do not fit a sequential progression of skill development. Specialist displays some awareness of resources (e.g. references and best practices through professional organizations, etc.) beyond those provided by the school or district and for extending one’s professional skill but does not seek to expand this knowledge. | Specialist has developed an aligned, sequential plan that supports individual needs of students. The therapeutic activities correlate with educational programming and represent appropriate challenges to student function. Specialist displays awareness of resources (e.g. references and best practices through professional organizations, etc.) beyond those provided by the school or district, and applies those resources in an effective manner with students and with the purpose of extending one’s professional skill. | Specialist's plan is sequentially aligned, serves to support students individually within the broader educational program, and considers the long-term effects. The Specialist blends therapeutic and specialty activities skillfully into the student's educational program. Specialist’s knowledge of resources (e.g. references and best practices through professional organizations, etc.) for therapeutic and specialty use and for extending one’s professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet. The Specialist incorporates resources appropriately for the individual needs of the student. |
| ***Critical Attributes*** | * *Learning activities are not designed to aid in goal achievement.* * *Specialist does not provide appropriate materials.* * *Specialist is not aware of current best practices and resources for use in therapy or specialty activities.* | * *Learning activities are suitable to aid in goal achievement.* * *Specialist provides appropriate materials.* * *Specialist is somewhat aware of current best practices and resources for use in therapy or specialist activities.* | * *Learning activities are differentiated and specifically designed to aid in goal achievement.* * *Specialist provides a variety of appropriately challenging materials.* * *Specialist is knowledgeable of current best practices and resources, integrating them into therapy and specialty activities.* | * *Learning activities are differentiated and specifically designed to aid in goal achievement and carry over into all academic settings.* * *Specialist provides a variety of evidence-based materials that are differentiated for individualized student success.* * *Specialist is knowledgeable of current best practices and resources, seamlessly integrating them into therapy and specialty activities.* |
| ***Guiding Questions: What supports and resources were developed and utilized? How did you determine and expand your knowledge of supports and resources?***  **Evidence:** | | | | |

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|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***1e: Developing a Plan to Evaluate***  ***Specialty Services*** | Assessment procedures are not consistent with student needs and therapeutic/specialty outcomes, and contain no criteria by which student performance will be assessed. Specialist has no plan to incorporate baseline assessments in the therapy/specialty plan. | Assessment procedures are rudimentary and data collection is inconsistent. Assessment criteria and standards have been developed, but they are not clear. Baseline assessments are included in only some of the therapeutic/specialty outcomes. | Assessment procedures are clear and organized to reflect individual student growth toward identified goals. Specialist has an established plan to collect data to support therapeutic/specialty services incorporating baseline assessment. | Therapeutic/Specialty goals can be monitored by the Specialist's assessment plan, which reflects student performance throughout the school day. The assessment plan has clear criteria for identifying student performance within the educational program. Assessment methodologies have been adapted for individual students as needed. When appropriate, the plan allows student contribution or feedback as part of the process. Data collection is skillfully designed, includes baseline assessment and developed in collaboration with the team. |
| ***Critical***  ***Attributes*** | * *Specialist does not use a system for assessing therapeutic/specialty outcome.* * *Specialist does not collect necessary data.* * *Specialist does not modify goals and objectives based on student progress.* | * *Specialist uses an ineffective system for assessing therapeutic/specialty outcome.* * *Specialist collects minimal or irrelevant data.* * *Specialist inconsistently modifies goals and objectives based on student progress.* | * *Specialist uses an appropriate system for assessing therapeutic/specialty outcome.* * *Specialist accurately collects data to reflect student progress.* * *Specialist modifies goals and objectives based on student progress.* | * *Specialist uses an effective system for assessing therapeutic/specialty outcome across educational settings.* * *Specialist accurately collects relevant data and shares findings with student, as appropriate.* * *Specialist modifies goal and objectives based on data from multiple sources including student feedback.* |
| ***Guiding Question: How did you determine appropriate assessments, both formative and summative, and how will you use the results to plan for future program planning?***  **Evidence:** | | | | |

**Domain 2: The Classroom Environment**

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|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***2a:***  ***Creating an Environment of Respect and Rapport*** | Specialist’s interactions with students are negative or inappropriate; students appear uncomfortable in therapy, specialty, or assessment settings. | Specialist’s interactions are a mix of positive and negative; the Specialist’s efforts at developing rapport are partially successful. The net result of the interactions is neutral, conveying neither warmth nor conflict. | Specialist’s interactions with students are positive and respectful; students appear comfortable in the testing and therapeutic/specialty environment. Specialist attempts to facilitate interactions among students that are polite and respectful, though students may be somewhat cautious about participating in challenging therapeutic/specialty activities. | The therapeutic/specialty environment facilitates respect and caring. Students seek out the specialist reflecting a high degree of comfort and trust in the relationship. Interactions between Specialist and students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. The net result is an environment where students feel valued and are comfortable participating in challenging activities. |
| ***Critical Attributes*** | * *Communication between Specialist and student(s) is disrespectful.* * *Specialist does not demonstrate connections with individual students.* | * *Communication between Specialist and student(s) is somewhat disrespectful.* * *Specialist makes basic general connections with individual students.* | * *Communication between Specialist and student(s) is uniformly respectful.* * *Specialist demonstrates an established connection with individual student, encouraging participation in activities.* | * *Communication between Specialist and student(s) demonstrates a high level of respect.* * *Specialist demonstrates a connection with individual student that encompasses an understanding of needs beyond the school setting. Students are comfortable participating in any school activity.* |
| ***Guiding Questions: How do you create an environment of respect and rapport? How do you ensure that interactions are respectful?***  **Evidence:** | | | | |

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|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***2b:***  ***Establishing a Therapeutic/Specialty Environment of Learning, Participation, and Independence*** | The therapeutic/specialist environment is characterized by a lack of Specialist or student commitment to progress, and/or little or no investment of student energy in the task at hand. Hard work is not expected or valued. Low expectations for student progress are the norm. | The therapeutic environment is characterized by little commitment by Specialist or students. Specialist appears to be only “going through the motions”, and students inconsistently understand their role. Specialist conveys that student success is the result of natural ability rather than hard work. Medium expectations for student progress are the norm. | The therapeutic/specialty environment is a place where progress is valued by all, with high expectations for both learning and hard work being the norm for most students. To the best of their ability, students understand their role and consistently expend effort. Interactions support a high level of learning, participation, and independence. | The therapeutic/specialty environment is rigorous, characterized by a shared belief in the importance of progress. Specialist conveys high expectations and insists on hard work; students assume responsibility for learning, participation, and independence |
| ***Critical Attributes*** | * *Specialist does not establish a purpose or expectations for therapeutic/specialty activities.* * *Specialist does not use appropriate reinforcement system with students.* * *Specialist does not recognize opportunities to foster independence.* | * *Specialist inconsistently establishes a purpose or expectations for therapeutic/specialty activities.* * *Specialist uses ineffective reinforcement system with students.* * *Specialist recognizes some opportunities to foster independence.* | * *Specialist establishes a purpose and expectations for therapeutic/specialty activities.* * *Specialist uses appropriate reinforcement system with students.* * *Specialist recognizes opportunities to foster independence.* | * *Specialist clearly establishes rigorous expectations for therapeutic/specialty activities, facilitating student understanding of purpose.* * *Specialist uses highly effective reinforcement system with student that encourages student self-monitoring of progress.* * *Specialist creates opportunities to foster independence. Students take responsibility for their own learning.* |
| ***Guiding Questions: How do you develop a culture of high expectations that promotes and results in high levels of student effort?***  **Evidence:** | | | | |

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|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| 2***c:***  ***Managing Time, Procedures and Physical Space*** | Much instructional time is lost due to inefficient routines and procedures. There is little or no evidence of Specialist’s managing student, transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines. The therapeutic/specialty environment is unsafe. Given available resources, there is poor use of physical space and materials. | Some instructional time is lost due to only partially effective routines and procedures. Specialist’s management of student, transitions or handling of materials and supplies are inconsistent, leading to some disruption. With regular guidance and prompting, students follow established routines. The therapeutic/specialty environment is safe. Given available resources, Specialist makes modest use of physical space and materials. | There is little loss of instructional time due to effective routines and procedures. Specialist’s management of student, transitions or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established routines. Given available resources, the therapeutic/specialty environment is safe and uses physical space and materials effectively. | Instructional time is maximized due to efficient and seamless routines and procedures. To the best of their ability, students take initiative in the management of routines and transitions, and/or the handling of materials and supplies. The therapeutic/specialty environment is safe. Specialist demonstrates a well-thought out use of physical space and materials. Specialist and students work together to ensure that the physical arrangement is appropriate to the learning activities when applicable. |
| ***Critical Attributes*** | * *Transitions and therapy/specialty routines are confused and chaotic.* * *Materials are not readily available.* * *Therapy/specialty resources are not arranged to support the instructional goals and learning activities.* * *Available technology is not being used.* | * *Transitions and therapy/specialty routines are awkward.* * *Limited materials are available.* * *Therapy/specialty session routines function inconsistently.* * *Therapy/specialty resources are adequately arranged to support instructional goals and learning activities.* * *Specialist makes limited use of available technology.* | * *Transitions and therapy/specialty routines are smooth.* * *Materials are readily available.* * *Therapy/specialty resources are arranged to support the instructional goals and learning activities.* * *Specialist makes appropriate use of available technology.* | * *Transitions and therapy/specialty routines are seamless with the focus on relevant activities.* * *Materials are readily accessible and/or managed by student.* * *Students actively utilize resources to support the instructional goals and learning activities.* * *Specialist is highly skilled in the use of available technology.* |
| ***Guiding Questions: How do you establish and promote routines and procedures that maximize effectiveness? How do you manage the physical space available to you?***  **Evidence:** | | | | |

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|  | | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***2d:***  ***Managing Student Behavior*** | There appear to be no established standards of conduct. There is little or no Specialist monitoring of student behavior and response to students’ misbehavior is repressive or disrespectful of student dignity. Specialist does not exhibit an understanding of student developmental level or needs related to behavior. | | Standards of conduct appear to have been established, but their implementation is inconsistent. Specialist attempts to respond to disrespectful behaviors has inconsistent results. | Standards of conduct have been established and Specialist monitors student behavior against this code. Specialist response to student misbehavior is consistent, proportionate, and respectful to students and is effective. Specialist responds consistently to disrespectful behavior according to individualized plan when appropriate. | Standards of conduct are clearly established and appropriate. As appropriate, students take an active role in monitoring their own behavior against standards of conduct. Specialist’s monitoring of student behavior is subtle and preventive. Specialist’s response to student misbehavior is sensitive to individual student needs and respects students’ dignity. |
| ***Critical***  ***Attributes*** | * *Specialist does not monitor student behavior.* * *Specialist does not respond to disruptions or disrespectful behavior among the students.* | | * *Specialist attempts to keep track of student behavior.* * *Specialist occasionally responds to disruptive or disrespectful behavior among the students.* | * *Specialist frequently monitors student behavior.* * *Specialist responds appropriately to misbehavior among the students.* | * *Specialist silently and subtly monitors student behavior.* * *Specialist responds appropriately to misbehavior among the students taking into account the team’s individual plan for behavioral management.* |
| ***Guiding Question: What student behavior expectations have been implemented, how are they monitored effectively, and how do you respond to positive and negative behaviors?***  **Evidence:** | | | | | |

**Domain 3: Instruction**

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|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***3a: Communicating With and On the Behalf of Students*** | Specialist’s communication is unclear and the directions and procedures are confusing. Therapy/specialty communication contains major errors and does not include any explanation of recommendations. Specialist’s spoken or written language contains errors of grammar or syntax. Specialist’s vocabulary is inappropriate, vague, or used incorrectly. | Specialist’s communication has only limited success, and/or it must be clarified after initial confusion. Written or spoken communication may contain minor errors; some portions are clear, others difficult to follow. Communication does not invite students to engage, understand strategies, or develop independence. Specialist’s language is correct but uses vocabulary that is either limited or not fully appropriate to the audience. Specialist rarely takes opportunities to explain discipline-specific vocabulary. | The Specialist communicates the relationship of therapy to educational programming; directions and procedures are explained thoroughly and may be modeled. Specialist’s explanations are scaffolded, clear, accurate, and connect with the knowledge and experience of the audience. Specialists model when appropriate. During the explanation of content, Specialist focuses, as appropriate, on strategies that facilitate independence and invites students to engage and understand strategies. Specialist’s spoken and written language is clear and correct and is suitable to the audience. Specialist’s use of discipline-specific vocabulary is precise and serves to extend understanding. | The Specialist communicates the relationship of therapy/specialty to educational programming; directions and procedures are clear and anticipate possible misunderstanding. Specialist’s explanation of content is thorough and clear, developing conceptual understanding through scaffolding and modifying communication style in response to audience. Students are encouraged to contribute to the therapy/specialty process. Specialist’s spoken and written language is expressive and serves to extend understanding. Communication enables students to generalize therapeutic/specialty strategies in a variety of environments. |
| ***Critical Attributes*** | * *Specialist does not convey directions and/or information in a clear manner for the targeted audience.* * *Specialist makes errors with content that will impact student’s understanding and/or future growth.* * *Specialist’s written communication, in the form of report writing, is imprecise and includes various grammatical errors.* | * *Specialist conveys directions and/or information that is somewhat clear or not appropriate for the audience.* * *Specialist makes minor errors regarding content, impacting student’s understanding and/or future growth.* * *Specialist’s written communication, in the form of report writing, is vague and contains some errors in information and/or grammar.* | * *Specialist conveys directions and/or information clearly, matching the targeted audience.* * *Specialist accurately uses content specific vocabulary to expand on a student’s understanding and promotes growth.* * *Specialist’s written communication, in the form of report writing, is precise, clear and well understood by the audience.* | * *Specialist conveys directions and/or information in a clear, concise manner. Communication matches the targeted audience and allows for students to demonstrate understanding of information.* * *Specialist accurately uses content specific vocabulary, anticipating the need for clarification, allowing for generalization of information to other settings.* * *Specialist’s written communication, in the form of report writing, is well-written, thoroughly documents relevant information, and extends understanding.* |
| ***Guiding Question: How were the intervention targets identified, communicated to stakeholders, and how was the students’ background connected to the supports provided?***  **Evidence:** | | | | |

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|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***3b: Implementing and Adapting Therapy/Specialty Services to Maximize Students’ Success*** | Therapy/Specialty services are not suited to the students’ ability level and may not be individually designed to meet student needs. Specialist is unaware of student needs and responses to programming. Therapy/specialty services may not be provided equitably to all students. | Therapy/Specialty services are not consistently suited to the students’ ability level and may not be fully individualized to meet student needs. Specialist is aware of student needs and responses to programming, but may inconsistently implement and adapt services. | Therapy/Specialty services are typically suited to the students’ ability level and are individualized to meet student needs. Specialist is aware of student needs and responses to programming. Specialist consistently implements and adapts services in response to student needs. | Specialist uses innovative and evidence-based treatments that are suited to the students’ ability level and are individualized to meet student needs. Specialist skillfully enables students to contribute to decisions regarding their own therapy/specialty program to the best of their ability. Specialist skillfully implements and adapts services in response to student needs. |
| ***Critical Attributes*** | * *Specialist does not use clinical judgment when using therapy materials.* * *Therapy materials, strategies, and/or services are inappropriate for age and development.* * *Services do not reflect student needs and IEP minutes.* | * *Specialist randomly selects therapy materials.* * *Therapy materials, strategies, and/or services are sometimes appropriate for age and development.* * *Most services reflect student needs and IEP minutes.* | * *Specialist uses appropriate clinical judgment when selecting therapy materials.* * *Therapy materials, strategies, and/or services are appropriate for age and development.* * *Services correlate with student’s academic and functional needs, accurately reflecting IEP minutes.* | * *Specialist demonstrates a skillful approach to selecting therapy/specialty materials.* * *Therapy/Specialty materials, strategies, and/or services are appropriate to age and development, as well as contribute to progress across the educational setting.* * *Services correlate with academic and functional need, include student input, and change in response to need, while still reflecting IEP minutes.* |
| ***Guiding Question: How was student engagement facilitated through the use of questioning that promoted student interaction and discussion?***  **Evidence:** | | | | |

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|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | | **Excellent** |
| ***3c:***  ***Engaging Students in the Therapy/Specialty Process*** | Students are unable to engage in the therapy/specialty program because the program is unsuitable to the student’s learning style or incompatible with the educational environment. The therapy/specialty program has no clearly defined structure, or engagement is limited by pacing that is too slow or rushed. | Therapeutic/Specialty services allow most students to be passively engaged or merely compliant. Students are engaged intermittently. Therapy/Specialty program has a recognizable structure; however, the pacing of the activities may not provide students the time needed to be engaged or may be so slow that many students have a considerable amount of “down time.” | Students are engaged in therapeutic/specialty activities that are designed to provide an appropriate level of challenge. The therapy or specialty program has a clearly defined structure, and the pacing of activities is appropriate, providing most students the time needed to be actively engaged. | Students are actively engaged and challenged through well-designed therapeutic/specialty tasks and activities. Specialist provides suitable scaffolding and challenges students to maximize engagement. There is evidence of some student contribution to therapeutic/specialty programming; students may serve as models for peers as appropriate. The therapy/specialty program has a clearly defined structure, and the pacing provides students the time needed to actively engage with other peers and reflect upon their progress. | |
| ***Critical***  ***Attributes*** | * *Specialist does not facilitate the therapy session/service in a manner and pace that is easily followed by students.* * *Specialist does not use cues/prompts/modeling to elicit student response.* * *Specialist is unable to recognize spontaneous opportunities within the session for teaching.* | * *Specialist struggles to facilitate the therapy session/service in a manner and pace that is easily followed by students.* * *Specialist ineffectively utilizes cues/prompts/modeling to elicit student response.* * *Specialist glides over spontaneous opportunities, within the session, for additional teaching.* | * *Specialist facilitates the therapy session/service in a manner and pace that is easily followed by students.* * *Specialist utilizes cues/prompts/modeling to elicit student response.* * *Specialist recognizes additional teachable moments within the session and attempts to incorporate them into the session.* | * *Specialist facilitates the therapy session/service in a manner and pace that is easily followed by students, modifying tasks within the session based on performance.* * *Students use self-cueing techniques and/or student participates actively in services.* * *Specialist seizes on a teachable moment to enhance a lesson.* | |
| ***Guiding Question: How were students intellectually engaged in well-designed, scaffolded activities/tasks that promoted the goals of the intervention?***  **Evidence:** | | | | | |

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|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***3d:***  ***Using Assessment/Evaluation to Guide Therapy or Specialty Service*** | Assessment methods or tools are administered incorrectly or are inappropriate for student characteristics, needs, or goals. There is no attempt to engage the student in the assessment process. Specialist does not provide feedback, feedback is of uniformly poor quality, or is not in a timely manner in regards to the therapy or specialty program. | Assessment methods or tools are appropriate, but may not be ideally matched to student characteristics, needs, or goals. Assessment administration may be inefficient. Some useful information is gathered, but student progress is not assessed consistently as needed to determine success of therapy services. Feedback is inconsistent in quality or vague. Specialist feedback is not always communicated effectively to the audience. Timeliness of feedback is inconsistent. | Assessment methods or tools are chosen individually for each student/group and administered correctly. Feedback is consistently high quality, and communicated effectively to the audience in a timely manner. When appropriate, students are given opportunity to assess their own performance. Information gathered is used consistently to determine progress. | Specialist skillfully chooses, designs, and administers assessments. Feedback is consistently high quality, and communicated effectively to the audience in a timely manner. Specialist continuously assesses student performance during treatment. Feedback is accurate and specific to the therapy program. Students are given the opportunity to self-assess and monitor their own progress within the therapy program when appropriate. Specialist successfully differentiates assessment methods to anticipate a range of responses and plan accordingly. |
| ***Critical***  ***Attributes*** | * *Specialist administers assessments with little regard for standardized procedures.* * *Specialist demonstrates no knowledge of test purpose, ages assessed, and administration techniques.* * *Specialist demonstrates no knowledge of accommodation strategies for communication success in the classroom.* | * *Specialist administers assessments with basic understanding of standardized procedures.* * *Specialist demonstrates limited knowledge of test purpose, ages assessed, and administration technique.* * *Specialist demonstrates limited knowledge of accommodation strategies for communication success in the classroom.* | * *Specialist administers assessments according to standardized procedures.* * *Specialist demonstrates knowledge of test purpose, ages assessed, and administration technique.* * *Specialist demonstrates knowledge of accommodation strategies for communication success in the classroom.* | * *Specialist is able to provide information regarding the overall objectives of tests and subtests.* * *Specialist assists team with the development and use of accommodations for speech-language, vision, or hearing impairments.* * *Specialist assists the student in understanding his/her disability and necessary accommodations when developmentally appropriate.* |
| ***Guiding Question: How was teacher, student, and/or peer assessment used to provide feedback, monitor student needs, and guide future programming?***  **Evidence:** | | | | |

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|  | | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***3e: Demonstrating Flexibility and Responsiveness*** | | Specialist adheres rigidly to a therapy/specialty program in spite of evidence of poor student response. Specialist ignores questions; when students have difficulty making progress, Specialist consistently blames them for their lack of success. Specialist is unresponsive to concerns expressed by parents, colleagues, and the student. | Specialist attempts to adjust the therapy/specialty program to accommodate and respond to student questions and interests meets with mixed results. Specialist accepts responsibility for the student progress, but has only a limited repertoire of strategies to use. Specialist is inconsistently responsive to concerns expressed by parents, colleagues, and the student. | When needed, Specialist makes a minor adjustment to the therapy/specialty program and does so smoothly. Specialist successfully accommodates student and staff needs. Using a repertoire of strategies, Specialist persists in seeking approaches for students who have difficulty making progress toward therapy or specialty goals. Specialist responds constructively to concerns expressed by parents, colleagues, and the student. | Specialist seizes an opportunity to enhance student performance, building on a spontaneous event or student interests. Using a repertoire of therapeutic/specialty strategies and soliciting additional resources, Specialist persists in seeking effective approaches for students. Specialist anticipates areas of concern that may be expressed by parents, colleagues, and the student, and makes subtle adjustments to programming as needed. |
| ***Critical Attributes*** | | * *Students are not engaged in the therapy/specialty activity and there is no attempt by the Specialist to address their lack of involvement.* * *Therapy/specialty activities and materials require only recall or have a single correct response or method.* * *Only one type of therapeutic/specialty group or service delivery option is used (small groups, individualized activities/push-in vs. pull-out) when variety would promote more student engagement.* * *Therapy/specialty materials used are unsuitable to the lesson and/or the students.* * *The therapy/specialty activity drags or is rushed.* | * *Some students are engaged in the lesson and some attempt is made to address students’ active involvement.* * *Therapy/specialty activities are a mix of those requiring thinking and those requiring recall.* * *Student engagement with the content is largely passive, the learning consisting primarily of facts or procedures.* * *The groupings and service delivery options used are moderately appropriate to the activities.* * *Few of the materials and resources require student thinking or ask students to explain their thinking.* * *The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.* | * *Most students are engaged in the therapy/specialty activities most of the time to the best of their abilities.* * *Most therapy/specialty activities result in multiple correct responses or approaches and/or encourage higher-order thinking.* * *Students are invited to make connections to educational and real-world outcomes during therapy/specialty activities.* * *~~SLP~~ Specialist uses groupings that are suitable to the therapy/specialty activities.* * *Therapy/specialty materials are appropriately challenging, and prompting levels promote students’ engagement.* * *The pacing of the therapy/specialty activities provide students the time needed to be actively engaged in the therapy/specialty process.* | * *Virtually all students are actively engaged in the therapy/specialty activities.* * *Therapy/specialty activities require high-level student engagement and explanation of their responses.* * *Students take initiative to improve responses to therapy activities by (1) modifying a therapy/specialty activity to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used.* * *Students have an opportunity for reflection and closure on the therapy/specialty activity to consolidate their understanding and carryover skills learned.* |
| ***Guiding Question: How was the session adjusted to enhance understanding, incorporate students’ interests, and utilize a wide range of strategies?***  **Evidence:** | | | | | |

**Domain 4: Professional Responsibilities**

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|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***4a:***  ***Reflecting on Practice*** | Specialist does not know whether a lesson was effective or achieved its goals, or Specialist profoundly misjudges the success. Specialist has no suggestions for how a program could be improved. | Specialist has a generally accurate impression of therapy’s/specialty’s effectiveness and the extent to which goals were met. Specialist makes general suggestions about how a program could be improved. | Specialist makes an accurate assessment of therapy’s/specialty’s effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment. Specialist makes a few specific suggestions about how a program could be improved. | Specialist makes a thoughtful and accurate assessment of therapy’s/specialty’s effectiveness and the extent to which it achieved its goals, citing many specific examples and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, Specialist offers specific alternative actions, complete with the probable success of different courses of action. |
| ***Critical***  ***Attributes*** | * *Specialist gives no indication of what appropriate responses look like.* * *Specialist makes no effort to determine whether students understand the content of the therapy/specialty activity.* * *Students receive no feedback, or feedback is global or directed to only one student.* * *Specialist does not ask students to evaluate their own or group members’ work.* | * *There is little evidence that the students understand how their therapy/specialty responses will be successful.* * *Specialist monitors understanding through a single method, or without eliciting evidence of success from students.* * *Feedback to students is vague and not oriented toward future improvement of responses.* * *Specialist makes only minor attempts to engage students in self- or peer assessment.* | * *Specialist makes the standards of high-quality responses clear to students.* * *Specialist elicits evidence of student success.* * *Students are invited to assess their own response/accuracy level and make improvements; most of them do so.* * *Feedback includes specific and timely guidance at least for one or more students in the group according to ability.* | * *Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish success in their response levels.* * *Specialist is constantly “taking the pulse” of the students; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student performance and needs.* * *Students monitor their own success, either on their own initiative or as a result of tasks set by the Specialist.* * *High-quality feedback is delivered skillfully to contribute to high levels of success; it is specific and focused on improvement.* |
| ***Guiding Question: Upon reflection, what worked well and how might the session/plan be improved for the future?***  **Evidence:** | | | | |

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|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***4b:***  ***Maintaining Accurate Records*** | Specialist’s system for maintaining student records, is nonexistent or in disarray. | Specialist’s system for maintaining student records is ineffective and requires oversight to maintain compliance with department and legal guidelines. | Specialist’s system for maintaining student records is effective and is compliant with department, district and legal guidelines. | Specialist’s system for maintaining student records is fully effective and efficient, and is compliant with department, district and legal guidelines. |
| ***Critical***  ***Attributes*** | * *Specialist does not maintain student records of assessment, therapy/specialty time sheets, and data on goals.* * *Specialist is not familiar with department and legal guidelines for record keeping.* | * *Specialist inconsistently maintains student records of assessment, therapy/specialty time sheets, or data on goals.* * *Specialist is somewhat familiar with department and legal guidelines for record keeping.* | * *Specialist’s system for maintaining student records of assessment, therapy/specialty time sheets, and data on goals is effective.* * *Students are aware of their progress on the data system maintained by the Specialist.* * *Specialist is familiar with department and legal guidelines for record keeping.* | * *Specialist’s system for maintaining student records of assessment, therapy/specialty time sheets, and data on goals is effective and efficient.* * *Students contribute to and maintain data files indicating their own progress.* * *Specialist can state department and legal guidelines for record keeping.* |
| ***Guiding Question: What is the process for efficiently and effectively maintaining student records, and how are multiple sources of data utilized to analyze student progress?***  **Evidence:** | | | | |

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|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***4c: Communicating with Families*** | Specialist provides little information about the therapy/specialty program to families; Specialist’s communication about students’ progress is minimal. Specialist does not respond, or responds insensitively, to parental concerns. | Specialist makes sporadic attempts at communication with families about the therapy/specialty program and about the progress of individual students but does not attempt to engage families in the therapy/specialty program. Moreover, the communication that does take place may not be culturally sensitive to those families. | Specialist provides frequent and appropriate information to families about the therapy/specialty program and conveys information about individual student progress in a culturally sensitive manner. Specialist makes attempts to engage families in the therapy/specialty program. | Specialist communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. Specialist responds to family concerns with professional and cultural sensitivity. Specialist’s efforts to engage families in the therapy/specialty program are frequent and successful. |
| ***Critical Attributes*** | * *Specialist minimally communicates with families about student progress.* * *Specialist ignores or is insensitive to parental concerns.* | * *Specialist infrequently communicates with families about student progress.* * *Specialist inconsistently or insensitively involves parents in the therapy/specialty program.* | * *Specialist communicates with families frequently and appropriately about student progress.* * *Specialist attempts to engage families in the therapy/specialty program in a culturally sensitive way,* | * *Specialist frequently and effectively communicates with families about student progress, involving the student in the communication process, as appropriate.* * *Specialist successfully and sensitively engages families in the therapy/specialty process, utilizing home programming when applicable.* |
| ***Guiding Question: What is the process for communicating with and engaging families in the student learning process?***  **Evidence:** | | | | |

|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
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| ***4d:***  ***Growing Individually and Collectively as a Professional*** | Specialist engages in no professional development activities to enhance knowledge or skill. Specialist resists feedback on performance from either supervisors or more experienced colleagues. Specialist makes no effort to share knowledge with others or to assume professional responsibilities. Specialist’s relationships with colleagues are negative or self-serving. Specialist avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Specialist avoids becoming involved in district events or projects. | Specialist participates to a limited extent in professional activities when they are convenient. Specialist engages in a limited way with colleagues and/or supervisors in professional conversation about practice, including some feedback on performance. Specialist finds limited ways to assist other Specialists and contribute to the profession. Specialist maintains cordial relationships with colleagues to fulfill duties that the district requires. Specialist participates in the school’s culture of professional inquiry when invited to do so. Specialist participates in district events or projects when specifically asked. | Specialist seeks out opportunities for professional development to enhance content knowledge and skill. Specialist actively engages with colleagues and/or supervisors in professional conversation about practice, including feedback about practice. Specialist participates actively in assisting other colleagues and looks for ways to contribute to the profession. Specialist’s relationships with colleagues are characterized by mutual support and cooperation; Specialist actively participates in a culture of professional inquiry. Specialist volunteers to participate in district events or projects, making a substantial contribution. | Specialist seeks out opportunities for professional development and makes a systematic effort to conduct action research. Specialist solicits feedback on practice from supervisors and/or colleagues. Specialist initiates important activities to contribute to the profession. Specialist’s relationships with colleagues are characterized by mutual support and cooperation, with Specialist taking initiative in assuming leadership among the staff. Specialist takes a leadership role in promoting a culture of professional inquiry. Specialist volunteers to participate in district events or projects, making a substantial contribution and assuming a leadership role in at least one aspect of district life. |
| ***Critical Attributes*** | * *Specialist does not attend professional development to maintain his/her certification or license.* * *Specialist does not take feedback from supervisors and/or colleagues.* * *Specialist does not share knowledge or assume responsibilities, avoiding professional culture or becoming involved.* * *Specialist’s relationships are negative or self-serving.* * *Specialist avoids participation in district events and projects.* | * *Specialist does not seek professional development beyond maintenance of his/her certification or license.* * *Specialist incorporates feedback from supervisors and/or colleagues in a limited way.* * *Specialist inconsistently shares knowledge or assumes responsibilities, and is somewhat involved in professional culture.* * *Specialist’s relationships with colleagues is cordial, to fulfill district duties.* * *Specialist participates in district events and projects when asked.* | * *Specialist seeks professional development beyond maintenance of his/her certification or license.* * *Specialist accepts feedback from supervisors and/or colleagues to improve knowledge and practice.* * *Specialist actively shares knowledge or assumes responsibilities, and is involved in professional culture.* * *Specialist’s relationships with colleagues are mutually respectful and cooperative.* * *Specialist volunteers to participate in district events and projects.* | * *Specialist seeks professional development beyond maintenance of his/her certification or license.* * *Specialist teaches/leads professional development classes, at the district level or beyond.* * *Specialist seeks feedback from supervisors and/or colleagues to improve knowledge and practice.* * *Specialist takes leadership roles in acquiring knowledge, assuming responsibilities to promote professional culture.* * *Specialist’s relationships with colleagues are mutually supported and cooperative. Specialist is sought out to share expertise.* * *Specialist assumes leadership in at least one district event or project.* |

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| ***Guiding Questions: How have you contributed to the professional growth of your colleagues? How have your colleagues contributed to your professional growth? How have you contributed to school, district, and/or community events?***  **Evidence:** |

|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| --- | --- | --- | --- | --- |
| ***4e:***  ***Showing Professionalism*** | Specialist displays dishonesty in interactions with colleagues, students, and the public. Specialist is not alert to students’ needs and contributes to school practices that result in some students’ being ill served by the school. Specialist makes decisions and recommendations that are based on self-serving interests. Specialist does not comply with school and district regulations. | Specialist is honest in interactions with colleagues, students, and the public. Specialist’s attempts to serve students are inconsistent and does not knowingly contribute to some students being ill served by the school. Specialist’s decisions and recommendations are based on limited though genuinely professional considerations. Specialist must be reminded by supervisors about complying with school and district regulations. | Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Specialist is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Specialist maintains an open mind in team or departmental decision making. Specialist complies fully with school and district regulations. | Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Specialist is highly proactive in serving students, seeking out resources when needed. Specialist makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Specialist takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. Specialist complies fully with school and district regulations, taking a leadership role with colleagues. |
| ***Critical Attributes*** | * *Specialist displays dishonesty with colleagues, students or the public.* * *Specialist knowingly contributes to some students being ill-served by the therapy/specialty program.* * *Specialist makes decisions based upon self-serving interests.* * *Specialist does not comply with district and professional guidelines.* | * *Specialist is honest with colleagues, students and the public.* * *Specialist unknowingly may contribute to some students being ill-served by the therapy/specialty program.* * *Specialist makes limited decisions, but has the best interest of the student at heart.* * *Specialist requires reminders from supervisors to comply with district and professional guidelines.* | * *Specialist holds high standards of honesty, integrity and confidentiality with colleagues, students and the public.* * *Specialist is actively looking out for the best interest of students’ success.* * *Specialist makes sound decisions with an open mind, but demonstrates flexibility about decisions made beyond his/her control.* * *Specialist complies fully with district and professional guidelines.* | * *Specialist can be counted on to display the highest standards of honesty, integrity and confidentiality with colleagues, students and the public.* * *Specialist is proactive, looking out for the best interest of students’ success, seeking outside resources when needed.* * *Specialist challenges negative attitudes to ensure that all students, particularly the underserved, are programmed for success.* * *Specialist takes a leadership role in team or departmental decision making, ensuring that they are based upon highest professional standards.* * *Specialist complies fully with district and professional guidelines, serving as a resource for other colleagues.* |
| ***Guiding Questions: How do you: a) advocate for students; b) willingly participate in team/department decision-making; c) comply fully with school and district regulations? Provide examples.***  **Evidence:** | | | | |