

# Indian Prairie School District's Framework for Therapeutic Specialists

based upon 2013 Danielson Framework for Teaching Evaluation Instrument

<p><b>Domain 1 - Planning and Preparation</b></p> <p><b>1a: Demonstrating Knowledge of Therapeutic Discipline and Law Pertaining to School System Practice</b></p> <ul style="list-style-type: none"> <li>Knowledge of concepts</li> <li>Knowledge of prerequisite relationships</li> <li>Knowledge of state laws and ASHA procedures</li> </ul> <p><b>1b: Demonstrating Knowledge of Typical and Atypical Child and Adolescent Development</b></p> <ul style="list-style-type: none"> <li>Knowledge of communication disorders</li> </ul> <p><b>1c: Establishing Therapeutic Goals</b></p> <p><b>1d: Designing Therapy Services With Appropriate Resources</b></p> <p><b>1e: Developing a Plan to Evaluate Therapeutic Services</b></p>	<p><b>Domain 2 – Classroom Environment</b></p> <p><b>2a: Creating an Environment of Respect and Rapport</b></p> <ul style="list-style-type: none"> <li>Therapist interaction with students</li> </ul> <p><b>2b: Establishing a Therapeutic Environment of Learning, Participation, and Independence</b></p> <ul style="list-style-type: none"> <li>Expectations for achievement</li> <li>Promotes student independence</li> </ul> <p><b>2c: Managing Time, Procedures and Physical Space</b></p> <ul style="list-style-type: none"> <li>Management of routines</li> <li>Management of transitions</li> <li>Management of materials</li> <li>Arrangement of physical space</li> </ul> <p><b>2d: Managing Student Behavior</b></p> <ul style="list-style-type: none"> <li>Monitoring of student behavior</li> <li>Response to student misbehavior</li> </ul>
<p><b>Reflecting on Professional Practice</b></p>	
<p><b>Domain 4 – Professional Responsibilities</b></p> <p><b>4a: Reflecting on Practice</b></p> <p><b>4b: Maintaining Accurate Records</b></p> <p><b>4c: Communicating with Families</b></p> <ul style="list-style-type: none"> <li>Information about individual students</li> <li>Engagement of families in the therapy program</li> </ul> <p><b>4d: Growing Individually and Collectively as a Practitioner</b></p> <ul style="list-style-type: none"> <li>Enhancement of content knowledge</li> <li>Receptivity to feedback from colleagues and supervisor</li> <li>Relationships with colleagues</li> <li>Service to school, district and the profession</li> </ul> <p><b>4e: Showing Professionalism</b></p> <ul style="list-style-type: none"> <li>Decision making</li> <li>Compliance with district and professional regulations</li> <li>Advocacy for student needs</li> <li>Integrity and ethical conduct</li> </ul>	<p><b>Domain 3 - Instruction</b></p> <p><b>3a: Communicating With and On the Behalf of Students</b></p> <p><b>3b: Implementing and Adapting Therapy Services to Maximize Students' Success</b></p> <p><b>3c: Engaging Students in the Therapy Process</b></p> <p><b>3d: Using Assessment/Evaluation to Guide Therapy</b></p> <ul style="list-style-type: none"> <li>Assessment criteria</li> </ul> <p><b>3e: Demonstrating Flexibility and Responsiveness</b></p>

**Common Themes:** Equity, Cultural Competence, High Expectations, Developmental Appropriateness, Attention to Individual Students (including those with special needs), Appropriate Use of Technology, Student Assumption of Responsibility