

Therapeutic Specialist

Name:

Domain 1: Planning and Preparation

1.1	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent
<i>Demonstrates knowledge of theory and techniques in the area of expertise</i>	Demonstrates little or no understanding of theory and techniques.	Demonstrates basic understanding of theory and techniques in the area of expertise.	Demonstrates and implements understanding of theory and techniques in the area of expertise.	Is confident and demonstrates and implements deep understanding of theory and techniques consistent with current trends and best practice in the area of expertise.
1.2	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent
<i>Demonstrates knowledge of child and adolescent development</i>	Demonstrates limited knowledge of child and adolescent development.	Demonstrates basic knowledge of child and adolescent development.	Displays accurate understanding of the typical developmental characteristics of the age group.	Displays accurate understanding of the typical developmental characteristics of the age group and has knowledge of exceptions to general patterns.
1.3	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent
<i>Establishes appropriate goals for setting and students</i>	Does not establish clear, measurable, and/or appropriate goals for the students or the setting.	Establishes goals that are rudimentary to the setting and/or the students and developed in isolation of other team members.	Establishes clear, measurable, and appropriate goals in collaboration with the educational team.	Actively monitors and evaluates progress/goals, revising as needed. Involves educational team and students with goal setting.
1.4	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent
<i>Demonstrates knowledge of the state and federal resources and regulations both within and beyond school and district</i>	Demonstrates limited knowledge of governmental regulations and resources available to students through the school, district, or community.	Has basic awareness of governmental regulations and resources available for students through the school, district, or community.	Demonstrates knowledge of governmental regulations and resources available through the school, district, and in the community.	Initiates maintaining current knowledge of governmental regulations and resources for students, including those available through the school, district, and in the community.

Domain 1: Planning and Preparation-Therapeutic Specialist

1.5

Designs coherent instruction

Unsatisfactory

Delivery of service lacks coherent structure.

Needs Improvement

Does not design instruction or learning activities that are relevant for student needs and goals.

Proficient

Learner activities are relevant to individual student's needs and goals. Demonstrates a logical progression of activities toward goals.

Excellent

Differentiates instruction based on individual and group needs. Articulates and implements a wide range of methods of practice and regularly seeks out best practice methods.

Comments:

Domain 2: Classroom Environment - Therapeutic Specialist

<p>2.1 <i>Creates an environment of respect and rapport</i></p>	<p><input type="checkbox"/> Unsatisfactory Does not demonstrate positive interactions with students, parents, or staff.</p>	<p><input type="checkbox"/> Needs Improvement Inconsistently demonstrates positive interactions with students, parents, or staff.</p>	<p><input type="checkbox"/> Proficient Demonstrates positive, warm, caring, and respectful interactions with students, parents, or staff.</p>	<p><input type="checkbox"/> Excellent Sought out by students, parents, and staff, reflecting a high degree of comfort, trust, and respect.</p>
<p>2.2 <i>Organizes physical space</i></p>	<p><input type="checkbox"/> Unsatisfactory Space is disorganized and not suitable for working with students.</p>	<p><input type="checkbox"/> Needs Improvement The physical layout of the classroom interferes with student learning.</p>	<p><input type="checkbox"/> Proficient The physical layout of the classroom is safe and physical resources are accessible, inviting, and conducive to learning.</p>	<p><input type="checkbox"/> Excellent The physical layout of the classroom is optimally organized and conducive to learning. Adjusts physical space to best meet student's needs.</p>
<p>2.3 <i>Establishes a culture for learning</i></p>	<p><input type="checkbox"/> Unsatisfactory Has not established standard expectations for learning.</p>	<p><input type="checkbox"/> Needs Improvement Standards and expectations are unclear and inconsistently implemented.</p>	<p><input type="checkbox"/> Proficient Establishes clear standards and expectations for students in the areas of conduct, content, and the ability to assist others in achieving success. Consistently monitors and intervenes as appropriate.</p>	<p><input type="checkbox"/> Excellent Establishes clear standards and expectations for students in the areas of conduct, content, and the ability to assist others in achieving success. Consistently monitors and intervenes as appropriate. Involves students in development of standards and expectations.</p>
<p>2.4 <i>Manages routines and procedures</i></p>	<p><input type="checkbox"/> Unsatisfactory Routines and procedures are absent.</p>	<p><input type="checkbox"/> Needs Improvement Inconsistently manages and/or communicates routines and procedures.</p>	<p><input type="checkbox"/> Proficient Manages the routines and procedures effectively and clearly communicates these to staff, students, and parents to maximize service provision.</p>	<p><input type="checkbox"/> Excellent Routines and procedures are developed in consultation with staff, students, and/or parents, clearly communicated and managed effectively to maximize service provision.</p>

Domain 2: Classroom Environment - Therapeutic Specialist

2.5

Manages student behavior

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent
No established standards for behavior.	Inconsistent in establishing and maintaining clear standards for student behavior.	Establishes and consistently utilizes an effective behavior management system.	Establishes and consistently utilizes an effective behavior management system in collaboration with staff, students, and parents.

Comments:

Domain 3: Instruction / Delivery of Service-Therapeutic Specialist

<p>3.1</p> <p><i>Assesses student needs</i></p>	<p><input type="checkbox"/> Unsatisfactory</p> <p>Assessments are inaccurate and incomplete.</p>	<p><input type="checkbox"/> Needs Improvement</p> <p>Assessments are completed in isolation from colleagues. Assessment results reflect student needs in a limited manner.</p>	<p><input type="checkbox"/> Proficient</p> <p>Assessments are accurate and thorough. Actively participates and collaborates with colleagues in team meetings to assess the needs of students.</p>	<p><input type="checkbox"/> Excellent</p> <p>Assessments are accurate and thorough. Actively participates and collaborates with colleagues in team meetings to assess the needs of students, providing additional insight, expertise, and resources from their specific discipline.</p>
<p>3.2</p> <p><i>Develops and implements plans to meet students' needs</i></p>	<p><input type="checkbox"/> Unsatisfactory</p> <p>Plans are mismatched with findings of assessments or identified needs.</p>	<p><input type="checkbox"/> Needs Improvement</p> <p>Plans for students are inconsistently aligned with student needs.</p>	<p><input type="checkbox"/> Proficient</p> <p>Plans for students are aligned with identified needs.</p>	<p><input type="checkbox"/> Excellent</p> <p>Develops collaborative comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.</p>
<p>3.3</p> <p><i>Demonstrates flexibility and responsiveness in service delivery</i></p>	<p><input type="checkbox"/> Unsatisfactory</p> <p>Does not make instructional changes to the existing plan, or address an area of concern, even when there is evidence of inadequacy.</p>	<p><input type="checkbox"/> Needs Improvement</p> <p>Only makes instructional changes once made aware of evidence for the need for change. Collects data but does not use it in formative ways.</p>	<p><input type="checkbox"/> Proficient</p> <p>Is responsive and flexible to ongoing educational needs and uses data to make instructional changes as needed.</p>	<p><input type="checkbox"/> Excellent</p> <p>Is responsive and flexible to ongoing educational needs, uses data to make instructional changes as needed and is continually seeking ways to improve established programs and modify them in response to student, parent, and staff input.</p>

Comments:

Domain 4: Professional Responsibilities-Therapeutic Specialist

<p>4.1</p> <p><i>Reflects on practice</i></p>	<p>Unsatisfactory</p> <p>Does not reflect on practice or reflections are inaccurate or self-serving.</p>	<p>Needs Improvement</p> <p>Reflection is evident but not focused on enhancing student learning. Suggestions for improvement do not identify the strategies and behaviors that are most useful for continued development.</p>	<p><input type="checkbox"/> Proficient</p> <p>Reflection is evident regarding strategies, behaviors and lesson effectiveness in terms of enhancing student achievement. Reflection identifies general suggestions for improvement of practice.</p>	<p><input type="checkbox"/> Excellent</p> <p>Reflection is evident regarding specific strategies and behaviors on which to improve and lesson effectiveness in terms of enhancing student achievement. Reflection makes accurate assessment of practice, positive and negative aspects are cited, makes specific and appropriate suggestions for improvement of practice.</p>
<p>4.2</p> <p><i>Maintains accurate records</i></p>	<p><input type="checkbox"/> Unsatisfactory</p> <p>Records are disorganized, incomplete, and often not timely. No system for monitoring student progress is utilized.</p>	<p><input type="checkbox"/> Needs Improvement</p> <p>Records are generally accurate and complete. A system for monitoring student progress is inconsistently utilized.</p>	<p><input type="checkbox"/> Proficient</p> <p>Records are complete, timely, and presented in a professional manner. An effective system is used to monitor student progress.</p>	<p><input type="checkbox"/> Excellent</p> <p>Records are timely, accurate, and well organized. A system for monitoring student progress is utilized and serves as a model for colleagues and is used to communicate with parents and teachers.</p>
<p>4.3</p> <p><i>Communicates with educational team (including family)</i></p>	<p><input type="checkbox"/> Unsatisfactory</p> <p>Communication is limited with team members and/or family. Minimal effort is made to collaborate with colleagues.</p>	<p><input type="checkbox"/> Needs Improvement</p> <p>Communication and collaboration is limited. Some effort is made to involve and engage with team members and/or family. Does not help maintain positive conversations about others.</p>	<p><input type="checkbox"/> Proficient</p> <p>Interacts and collaborates with all team members and/or family in a positive manner, helping to maintain positive conversations about others.</p>	<p><input type="checkbox"/> Excellent</p> <p>Initiates frequent communication and collaboration with all team members and/or family in a positive manner. Solicits perspectives of team members and/or family. Takes leadership role with colleagues.</p>
<p>4.4</p> <p><i>Participates in professional community</i></p>	<p>Unsatisfactory</p> <p>Relationships with colleagues are negative or self-serving. Avoids participating in school and district activities.</p>	<p>Needs Improvement</p> <p>Maintains cordial rather than collaborative relationships with colleagues. Participates in school or district activities when specifically asked.</p>	<p><input type="checkbox"/> Proficient</p> <p>Collaborates with colleagues in positive and productive manner. Volunteers to participate in school and district events making a substantial contribution.</p>	<p><input type="checkbox"/> Excellent</p> <p>Collaborates with colleagues in positive and productive manner. Assumes leadership role on learning team. Makes substantial contribution to school and district and assumes leadership role in at least one aspect of school life.</p>

Domain 4: Professional Responsibilities-Therapeutic Specialist

4.5	<i>Engages in professional development</i>	<input type="checkbox"/> Unsatisfactory Does not participate in professional development. Resists feedback from colleagues and supervisor.	<input type="checkbox"/> Needs Improvement Participates in professional development when required or convenient. Accepts feedback from colleagues and supervisor with reluctance.	<input type="checkbox"/> Proficient Seeks out opportunities for professional development and/or mentoring that meet identified areas for growth and development. Welcomes feedback offered from colleagues and supervisor.	<input type="checkbox"/> Excellent Seeks out professional development and/or mentoring that meets identified areas of growth and development and conducts action research to monitor progress towards established goals. Seeks feedback from colleagues and supervisor. Makes contributions to profession through participation in activities at the local, state, or national levels.
4.6	<i>Demonstrates professionalism</i>	<input type="checkbox"/> Unsatisfactory Displays dishonesty, violates confidentiality. Does not comply with school and district regulations or norms. Attendance is poor.	<input type="checkbox"/> Needs Improvement Displays honesty and maintains confidentiality. Complies minimally with school and district regulations and norms. Attendance is inconsistent.	<input type="checkbox"/> Proficient Displays honesty, integrity, and maintains confidentiality. Complies fully with school and district regulations and norms. Advocates for students when needed. Attendance is excellent.	<input type="checkbox"/> Excellent Displays highest standards of honesty, integrity, and confidentiality. Is proactive and advocates for students. Takes leadership role with colleagues in team or department decision making. Attendance is excellent.

Comments:

Therapeutic Specialist **Date**

Supervisor **Date**