

**RUBRIC FOR THERAPEUTIC SPECIALISTS
DOMAIN 1: PLANNING AND PREPARATION**

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT (BASIC)	PROFICIENT	DISTINGUISHED
1a: Demonstrating knowledge and skill in specialist therapy area and regulations within and beyond the school and district	Specialist demonstrates little or no knowledge and skill in the therapy area; does not maintain the necessary certificate or license.	Specialist demonstrates basic knowledge and skill in the therapy area; maintains certificate or license.	Specialist demonstrates thorough knowledge and skill in the therapy area; maintains the necessary certificate or license.	Specialist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate and/or endorsements or license.
1a: Critical Attributes	<ul style="list-style-type: none"> • Specialist is unfamiliar with characteristics of disorders within his/her discipline. • Specialist is unaware of rules and regulations. • Specialist does not demonstrate knowledge of therapeutic practices. • SLP is unaware of teaching certificate requirement and maintenance. 	<ul style="list-style-type: none"> • Specialist is familiar with characteristics of disorders within his/her discipline. • Specialist is able to seek or obtain information concerning rules and regulations. • Specialist has limited knowledge of therapeutic practices. • SLP is aware of requirements and holds a teaching certificate. 	<ul style="list-style-type: none"> • Specialist can identify characteristics of disorders within his/her discipline. • Specialist knows district eligibility or criteria for discipline. • Specialist has thorough knowledge of best therapeutic practices. • SLP maintains teaching certificate. 	<ul style="list-style-type: none"> • Specialist can identify characteristics of disorders within his/her discipline. • Specialist knows district eligibility or criteria for discipline. • Specialist is able to serve as a resource to coworkers and parents when discussing rules and regulations as they apply to disorders within his/her discipline. • Specialist holds or maintains an advanced certificate such as ESL, Bilingual, ASHA-CCC, Illinois Licensure, PCS, or NBCOT-R.
1b: Demonstrating knowledge of child, adolescent, and/or young adult development and therapy approaches appropriate to setting	Specialist does not demonstrate knowledge of developmental milestones for the therapy program, or his/her approach is inappropriate for either the situation or the age of the students.	Specialist demonstrates basic knowledge of developmental milestones for the therapy program.	Specialist demonstrates clear understanding and appropriate application of developmental milestones.	Specialist demonstrates extensive knowledge of developmental milestones. Specialist also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, and

				special needs.
1b: Critical Attributes	<ul style="list-style-type: none"> • Specialist has no knowledge of resources available concerning developmental norms. • Specialist demonstrates no knowledge of test purpose, ages assessed, and administration technique. • Specialist demonstrates no knowledge of accommodation strategies for student success in the classroom. 	<ul style="list-style-type: none"> • Specialist has limited knowledge of resources available concerning developmental norms. • Specialist demonstrates limited knowledge of test purpose, ages assessed, and administration technique. • Specialist demonstrates limited knowledge of accommodation strategies for student success in the classroom. 	<ul style="list-style-type: none"> • Specialist has knowledge of resources available concerning developmental norms. • Specialist demonstrates knowledge of test purpose, ages assessed, and administration technique. • Specialist demonstrates knowledge of accommodation strategies for student success in the classroom. 	<ul style="list-style-type: none"> • Specialist has extensive knowledge of resources available concerning developmental norms. • Specialist assists team with the development and use of accommodations for discipline-specific impairments. • Specialist assists the student in understanding his/her disability and necessary accommodations when developmentally appropriate.
1c: Establishing goals for the therapy services appropriate to the setting and students served	Specialist has no clear goals for the therapy program, or they are inappropriate for either the situation in the school or the age of the students.	Specialist's goals for the therapy program are basic and are partially suitable for the situation in the school and the age of the students.	Specialist's goals for the therapy program are clear and appropriate for the situation in the school and for the age of the students.	Specialist's goals for the therapy program are highly appropriate for the situation in the school and for the age of the students and have been developed following consultations with students' educational teams.

<p>1c: Critical Attributes</p>	<ul style="list-style-type: none"> • Specialist does not use assessment results, clinical judgment, and current available data to formulate goals. • Specialist writes goals that are not measurable or appropriate. • No knowledge of developmental hierarchy is evident in goal writing. • Specialist does not modify goals and objectives based on student progress. • Specialist does not collect necessary data. 	<ul style="list-style-type: none"> • Specialist inconsistently uses assessment results, clinical judgment, and current available data to formulate goals. • Specialist writes generalized measurable goals to address students' needs. • A limited knowledge of developmental hierarchy is evident in goal writing. • Specialist modifies goals and objectives based on student progress when directed. • Specialist collects limited data. 	<ul style="list-style-type: none"> • Specialist uses assessment results, clinical judgment, and current available data to formulate goals. • Specialist writes individualized measurable goals to meet students' specific needs. • Goals and objectives are written in a clear developmental hierarchy. • Specialist modifies goals and objectives based on student progress. • Specialist maintains data necessary to modify IEP goals as needed. 	<ul style="list-style-type: none"> • Specialist is able to effectively communicate to parents, staff members, and/or students the reasoning for the formulation of individual goals and objectives. • Specialist uses data from multiple sources in goal writing. • Specialist consistently modifies goals based upon student progress and input from other colleagues outside the therapy setting. • When developmentally appropriate, Specialist reviews and develops IEP goals with the student.
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RUBRIC FOR THERAPEUTIC SPECIALISTS
DOMAIN 1: PLANNING AND PREPARATION *(continued)*

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT (BASIC)	PROFICIENT	DISTINGUISHED
1d: Planning therapy services with appropriate resources integrated within the educational environment	Therapy plan consists of a random collection of unrelated activities and/or resources, lacks coherence or an overall structure, and is not related to the IEP goals.	Therapy plan is well organized. Services are linked and related to the IEP goals.	Therapy plan is well organized and is adapted to suit a variety of program settings. Therapy planning is IEP driven, incorporating goals of the educational program.	Therapy plan is highly coherent and serves to support students individually, within the broader educational program. Services and aligned resources are appropriately differentiated for individual learners and give opportunity for students' choice.
1d: Critical Attributes	<ul style="list-style-type: none"> Learning activities are not designed to aid in goal achievement. Specialist does not provide appropriately challenging materials and resources. The session is not structured according to allotted time. 	<ul style="list-style-type: none"> Learning activities are suitable to aid in goal achievement. Specialist provides appropriate materials and resources. The session is structured inappropriately for allotted time. 	<ul style="list-style-type: none"> Learning activities are specifically designed to aid in goal achievement. Specialist provides a variety of appropriately challenging materials and resources. The session is structured according to allotted time. 	<ul style="list-style-type: none"> Learning activities are differentiated for individual student interests and goal achievement. Skills learned in sessions have been observed across settings. Specialist facilitates carryover of specific skills outside the therapy room.
1e: Demonstrating knowledge and skill in selecting and using evaluative instruments to assess students and determine eligibilities	Specialist demonstrates little or no knowledge and skill in selecting and appropriately administering evaluative instruments to assess students and determine eligibilities.	Specialist routinely administers a generic set of evaluative instruments without regard to the referral concerns when assessing students and determining eligibilities.	Specialist consistently selects and uses a range of evaluative instruments based on the referral concerns to assess students and determine accurate eligibilities.	Specialist consistently selects and uses a wide range of evaluative instruments based on the referral concerns and seeks stakeholder input to assess students and determine accurate eligibilities.
1e: Critical Attributes	<ul style="list-style-type: none"> Specialist administers assessments with little regard for standardized procedures. Specialist does not address eligibility criteria in decision making. 	<ul style="list-style-type: none"> Specialist administers assessments with basic understanding of standardized procedures. Specialist references eligibility criteria in decision making. 	<ul style="list-style-type: none"> Specialist administers assessments according to standardized procedures. Specialist connects eligibility criteria in decision making. 	<ul style="list-style-type: none"> Specialist is able to provide information regarding the overall objectives of tests and subtests. Specialist explains and connects eligibility criteria in decision making, ensuring that all stakeholders understand the process.

**RUBRIC FOR THERAPEUTIC SPECIALISTS
DOMAIN 2: THE ENVIRONMENT**

L E V E L O F P E R F O R M A N C E

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT (BASIC)	PROFICIENT	DISTINGUISHED
2a: Establishing rapport with students and staff members	Specialist's interactions with students and staff are negative or inappropriate. Specialist does not deal with disrespectful behavior and is insensitive to students' ages, cultural backgrounds, and developmental levels.	Specialist's interactions with students and staff are generally appropriate but may reflect occasional inconsistencies and disregard for students' ages, cultures, and developmental levels. Specialist attempts to respond to disrespectful behavior, with uneven results.	Specialist's interactions are friendly and demonstrate general caring and respect. Students and staff exhibit respect for the Specialist.	Students and staff seek out the Specialist, reflecting a high degree of comfort and trust in the relationship. Specialist's interactions are highly respectful, reflecting genuine warmth and caring and sensitivity.
2a: Critical Attributes	<ul style="list-style-type: none"> • Talk between the Specialist and students/staff is disrespectful. • Specialist does not respond to disrespectful behavior among students. • Specialist does not make general connections with individual students. 	<ul style="list-style-type: none"> • Talk between the Specialist and students/staff is somewhat disrespectful. • Specialist occasionally responds to disrespectful behavior among students. • Specialist occasionally makes general connections with individual students. 	<ul style="list-style-type: none"> • Talk between the Specialist and students/staff is uniformly respectful. • Specialist responds to disrespectful behavior among students. • Specialist makes general connections with individual students. 	<ul style="list-style-type: none"> • There is participation without fear of ridicule or put-downs from either the Specialist or students. • When necessary, students respectfully correct each other. • Specialist demonstrates knowledge and caring about individual students' lives beyond school. • Talk between the Specialist and students/staff is learning focused and consistently respectful.
2b: Establishing a culture for learning	The therapy setting is characterized by a lack of Specialist or student commitment to learning. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm.	The therapy setting is characterized by little commitment to learning by the Specialist or students. Specialist conveys that student success is the result of natural ability rather than hard work.	The therapy setting is a place where learning is valued by all, with high expectations for both learning and hard work. Students understand their role as learners and consistently expend effort to learn. Therapeutic	The therapy culture is an enriching environment, characterized by a shared belief in the importance of learning. Specialist conveys high expectations for learning by all students and insists on hard work.

			interactions support learning and hard work.	Students take initiative with therapeutic activity provided by the Specialist.
2b: Critical Attributes	<ul style="list-style-type: none"> Specialist conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. Specialist conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work. 	<ul style="list-style-type: none"> Specialist's energy for the work is neutral, neither indicating a high level of commitment nor ascribing to external forces the need to do the work. Specialist conveys high expectations for only some students. Students exhibit a limited commitment to complete the work on their own; many indicate that they are looking for an "easy path." Specialist's primary concern appears to be to complete the task at hand. 	<ul style="list-style-type: none"> Specialist communicates the importance of the content and the conviction that with hard work all can master the material. Specialist demonstrates a high regard for students' abilities. Specialist conveys an expectation of high levels of effort. Students expend good effort to complete work of high quality. 	<ul style="list-style-type: none"> Specialist communicates passion for the subject. Students indicate through their questions, comments, and responses a desire to understand the content. Students assist their classmates in understanding the content. Students take initiative in improving the quality of their work.
2c: Managing time and priorities in the therapy setting	Specialist exercises poor judgment in managing priorities, resulting in confusion, missed deadlines, and conflicting schedules. Much learning time is lost.	Specialist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner. Some learning time is lost.	Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner. There is little loss of learning time.	Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner. Learning time is maximized.

<p>2c: Critical Attributes</p>	<ul style="list-style-type: none"> • Transitions within and between therapy sessions are confused and chaotic. • Materials needed for therapy are not readily available to the Specialist. • There are no established procedures or therapy routines. • Therapy resources are not arranged to support the instructional goals and learning activities. • Available technology is not being used. • Specialist does not have an effective means for managing his/her caseload. • Specialist does not make scheduling changes. 	<ul style="list-style-type: none"> • Transitions within and between therapy sessions are awkward. • Therapy session routines function inconsistently. • Some materials needed for therapy are readily available to the Specialist. • Therapy resources are partially arranged to support the instructional goals and learning activities. • Specialist makes limited use of available technology. • Specialist develops means for managing his/her caseload. • Specialist handles scheduling changes in an untimely manner. 	<ul style="list-style-type: none"> • Transitions within and between therapy sessions are smooth. • Therapy session routines function smoothly. • Most of the materials needed for therapy are readily available to the Specialist. • Therapy resources are arranged to support the instructional goals and learning activities. • Specialist makes appropriate use of available technology. • Specialist develops means for managing his/her caseload effectively in response to student needs. • Specialist handles scheduling changes effectively in a timely manner. 	<ul style="list-style-type: none"> • Transitions and routines are seamlessly utilized by students with little or no intervention from the Specialist. • All materials needed for therapy are readily available. • Specialist individualizes available technology (high and/or low) according to student need. • Specialist facilitates students' consistent use of therapy room routines. • Specialist effectively adapts to additions, deletions, and changes to schedules.
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RUBRIC FOR THERAPEUTIC SPECIALISTS
DOMAIN 2: THE ENVIRONMENT *(continued)*

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT (BASIC)	PROFICIENT	DISTINGUISHED
2d: Managing student behavior	No standards of conduct have been established, and Specialist disregards or fails to address negative student behavior during evaluation or treatment.	Standards of conduct appear to have been established for the therapy setting. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	Standards of conduct have been established and are consistently maintained during the therapy session. Specialist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established for the therapy setting. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
2d: Critical Attributes	<ul style="list-style-type: none"> • No apparent standards of conduct are in place. • Specialist does not monitor student behavior. • Specialist's response to misbehavior is ineffective. 	<ul style="list-style-type: none"> • Standards of conduct are not evident. • Student behavior is generally inappropriate. • Specialist inconsistently monitors student behavior. • Specialist's response to misbehavior is inconsistent. 	<ul style="list-style-type: none"> • Standards of conduct are established. • Student behavior is generally appropriate. • Specialist frequently monitors student behavior. • Specialist's response to misbehavior is effective. • Specialist acknowledges good behavior. 	<ul style="list-style-type: none"> • Based on standards of conduct established, students independently use appropriate social communication strategies in therapy session. • Students respectfully intervene with peers at appropriate moments to ensure compliance with standards of conduct. • Student behavior is appropriate; any misbehavior is handled on an individualized basis.

**RUBRIC FOR THERAPEUTIC SPECIALISTS
DOMAIN 3: DELIVERY OF SERVICE**

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT (BASIC)	PROFICIENT	DISTINGUISHED
3a: Communicating with students	Specialist's language leaves students confused. The instructional purpose of the activity is unclear to the students and directions are confusing.	Specialist's attempt to explain the activity has limited success and/or directions must be clarified. Specialist's instruction does not invite the students to engage in the activity. Specialist does not take into account the individualized level of communicative ability.	The instructional purpose of the activity is clearly communicated to students. Directions and procedures are explained clearly and may be modeled. Individual communication abilities of the students are considered when providing instruction.	Specialist links the instructional purpose of the activity to the educational program. The directions and procedures are clear and anticipate possible student misunderstanding. Students contribute to the content of the activity by demonstrating practical application of the skill or strategy.
3a: Critical Attributes	<ul style="list-style-type: none"> • At no time during the activity does the Specialist convey what will be learned. • There is no opportunity for questions to be clarified. • Specialist's vocabulary is inappropriate. • Students indicate confusion, physical discomfort, or lack of understanding and Specialist does not respond. 	<ul style="list-style-type: none"> • Specialist provides little elaboration or limited explanation about what will be learned. • Students are unable to follow directions without extensive clarification. • Specialist's explanation of tasks consists of a monologue with minimal participation. • Specialist's explanation of tasks is purely procedural without indicating meaning for the student. • Specialist's vocabulary is sometimes too advanced or too juvenile. 	<ul style="list-style-type: none"> • Specialist states clearly what the students will be learning. • If appropriate, Specialist models the process to be followed in the task. • Students demonstrate the learning task, indicating understanding. • Specialist describes specific strategies students might use, inviting them to interpret the strategies in the context of what they are learning. • Specialist's vocabulary is appropriate. 	<ul style="list-style-type: none"> • Students are able to explain what they are learning. • Specialist explains tasks clearly and imaginatively. • Specialist points out possible areas for misunderstanding. • Students are able to apply skills and/or strategies to new materials, tasks, or settings. • Specialist adapts vocabulary and/or communication methods for individual students.

3b: Implementing treatment plans to maximize students' success	Specialist fails to implement treatment plans suitable for students, or plans are mismatched with the findings of assessments.	Specialist's plans are inconsistently implemented or sporadically aligned with identified needs of students.	Specialist's plans are consistently implemented and aligned with identified needs of students.	Specialist implements comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
3b: Critical Attributes	<ul style="list-style-type: none"> • Specialist does not use clinical judgment when using therapy materials. • Therapy materials are inappropriate for age, development, and assessment areas. • Targeted tasks do not match stated goals. 	<ul style="list-style-type: none"> • Specialist randomly selects therapy materials. • Therapy materials are sometimes appropriate for age, development, and assessment areas. • Targeted tasks partially match stated goals. 	<ul style="list-style-type: none"> • Specialist uses appropriate clinical judgment when selecting therapy materials. • Therapy materials are appropriate for age, development, and assessment areas. • Targeted tasks match stated goals. 	<ul style="list-style-type: none"> • Specialist matches therapy materials to individual students' needs. • Students are able to explain or demonstrate how they would generalize skills or strategies across environments. • Specialist consistently individualizes targeted tasks accordingly to achieve stated goals.
3c: Engaging students in learning	Activities, materials, and resources are poorly aligned with the instructional outcomes and plans. The therapy session has no clearly defined structure or approach, or the pace of the session is too slow or rushed.	The activity has a recognizable structure and the activities, materials, and resources align to the instructional outcomes and plans; however, the pacing or approach of the therapy session may not provide students the opportunity to be actively engaged.	The activity is fully aligned with instructional outcomes, and the activities, materials, and resources are used to challenge students' ability level. The session has a clearly defined structure, and the pacing and approach of the session is appropriate, providing most students multiple opportunities to be actively engaged.	Most students are actively engaged through well-implemented therapy tasks using an extensive range of activities, materials, and resources. Specialist provides suitable scaffolding and challenges individual students' ability level. The session has a clearly defined structure, and the pacing and approach of the session provides students opportunities to practice activities independently in the therapy session.

<p>3c: Critical Attributes</p>	<ul style="list-style-type: none"> • Specialist does not facilitate the therapy session in a manner and pace that is easily followed by students. • Materials and resources are not age- and developmentally appropriate. • Specialist does not use cues/prompts to elicit student response. 	<ul style="list-style-type: none"> • Specialist struggles to facilitate the therapy session in a manner and pace that is easily followed by students. • Materials and resources are partially aligned for age and development. • Specialist ineffectively utilizes cues/prompts to elicit student response. 	<ul style="list-style-type: none"> • Specialist facilitates the therapy session in a manner and pace that is easily followed by students. • Materials and resources are age- and developmentally appropriate. • Specialist utilizes cues/prompts to elicit student response. 	<ul style="list-style-type: none"> • Specialist is effectively able to modify tasks within the therapy session based on student performance. • Materials and resources are age- and developmentally appropriate and used flexibly according to individual students' needs. • Specialist seizes on a teachable moment to enhance a session. • Students use self-prompting as facilitated by Specialist.
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RUBRIC FOR THERAPEUTIC SPECIALISTS
DOMAIN 3: DELIVERY OF SERVICE *(continued)*

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT (BASIC)	PROFICIENT	DISTINGUISHED
3d: Using assessment in instruction	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment. Specialist neglects to collect important information on which to base additional learning activities.	Students appear to be only partially aware of the assessment criteria, and Specialist monitors student learning. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work. Specialist collects some information on which to base additional learning activities.	Students appear to be aware of the assessment criteria, and Specialist monitors student learning. Questions and assessments are regularly used to diagnose evidence of learning. Feedback to students is accurate and specific; some students engage in self-assessment. Specialist collects ongoing information on which to base additional learning activities.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teachers and peers, is accurate and specific and advances learning. Students assess and monitor their own progress. Specialist successfully differentiates instruction to address individual students' misunderstandings. Specialist is proactive in collecting important information on which to base additional learning activities, interviewing teachers and parents if necessary.
3d: Critical Attributes	<ul style="list-style-type: none"> • Specialist gives no indication of what high-quality work looks like. • Specialist makes no effort to make sure students understand. • Specialist provides no feedback or feedback is global. • Specialist does not ask students to evaluate their own work. • No data is collected. 	<ul style="list-style-type: none"> • There is little evidence that students understand how their work will be evaluated. • Specialist monitors understanding through a single method or without eliciting evidence of understanding. • Feedback to students is vague and not oriented to future improvement of work. 	<ul style="list-style-type: none"> • Specialist makes the standards of high-quality work clear. • Specialist elicits evidence of understanding. • Students are invited to assess their own work and make improvements. • Feedback includes specific and timely guidance. • Data collection is consistent and 	<ul style="list-style-type: none"> • Students indicate that they clearly understand the characteristics of high-quality work. • Specialist is constantly monitoring student response to instruction by considering data related to individual goals and using strategies to elicit information about individual

		<ul style="list-style-type: none"> • Specialist makes only minor attempts to engage students in self-assessment. • Data collection is inconsistent. 	relevant.	<p>understanding.</p> <ul style="list-style-type: none"> • Students monitor their own understanding, either on their own initiative or as a result of tasks set by Specialist. • Data collection is from a variety of sources.
3e: Demonstrating flexibility and responsiveness	Specialist adheres to the plan or program, in spite of evidence of its inadequacy. Specialist ignores students' questions.	Specialist makes modest changes in the treatment program when confronted with evidence of the need for change.	Specialist makes revisions in the treatment program when they are needed.	Specialist seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Specialist continually seeks ways to improve the treatment program and makes revisions to the current and future activities, as needed, in response to student, parent, or teacher input.
3e: Critical Attributes	<ul style="list-style-type: none"> • Specialist ignores indications of students' boredom or lack of understanding. • Specialist brushes aside student questions. • Specialist conveys to students that when they have difficulty learning, it is their fault. • Despite evident student confusion, the Specialist makes no attempt to adjust the session. 	<ul style="list-style-type: none"> • Specialist's efforts to modify the session are only partially successful. • Specialist makes minor attempts to incorporate students' questions and interests into the session. • Specialist conveys to students a level of responsibility for their learning but also his/her uncertainty about how to assist them. 	<ul style="list-style-type: none"> • When improvising becomes necessary, Specialist makes adjustments to the session. • Specialist incorporates students' interests and questions into the session. • Specialist conveys to students that he/she has other approaches to try when they experience difficulty. 	<ul style="list-style-type: none"> • Specialist's adjustments to the session, when needed, are designed to assist individuals. • Specialist seizes a teachable moment to enhance a session. • Specialist conveys to students that mastery of a skill is expected (even if not in the scope of a single session).

**RUBRIC FOR THERAPEUTIC SPECIALISTS
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT (BASIC)	PROFICIENT	DISTINGUISHED
4a: Reflecting on practice	Specialist does not know whether a session was effective or achieved its instructional outcomes, or profoundly misjudges the success of a session. Specialist has no suggestions for how a session could be improved.	Specialist has a generally accurate impression of a session's effectiveness and the extent to which instructional outcomes were met. Specialist makes general suggestions about how a session could be improved.	Specialist makes an accurate assessment of a session's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Specialist makes a few specific suggestions of what could be tried another time the skill is taught.	Specialist makes a thoughtful and accurate assessment of a session's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the session and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the Specialist offers specific alternative actions, complete with the probable success of different courses of action.
4a: Critical Attributes	<ul style="list-style-type: none"> • In reflecting on practice, Specialist does not indicate that it is important to reach all students. • Specialist considers the session but draws incorrect conclusions about its effectiveness. • Specialist makes no suggestions for improvement. 	<ul style="list-style-type: none"> • In reflecting on practice, Specialist indicates the desire to reach all students but does not suggest strategies for doing so. • Specialist has a general sense of whether or not instructional practices were effective. • Specialist offers general modifications for future instruction. 	<ul style="list-style-type: none"> • In reflecting on practice, Specialist cites multiple approaches undertaken to reach those having difficulty. • Specialist accurately assesses the effectiveness of instructional activities used. • Specialist identifies specific ways in which a session might be improved. 	<ul style="list-style-type: none"> • In reflecting on practice, Specialist cites multiple approaches, differentiated to the needs of individual learners, undertaken to reach those having difficulty. • Specialist's assessment of the session is thoughtful and includes specific indicators of effectiveness. • Specialist's suggestions for improvement draw on an extensive repertoire.
4b: Maintaining accurate records and reports	Specialist's system for maintaining information on student goal progress is nonexistent or in disarray. Specialist's records for noninstructional activities are in disarray, the result being errors	Specialist's system for maintaining information on student goal progress is basic and only partially effective. Specialist's records for noninstructional activities are adequate but inefficient and, unless	Specialist's system for maintaining information on student goal progress is fully accurate. Specialist's records for noninstructional activities are maintained in an organized fashion. Record-keeping timelines are	Specialist's system for maintaining information on student goal progress and noninstructional records is fully effective. Students contribute information and participate in

	and confusion. Record-keeping timelines are repeatedly not maintained/met.	given frequent oversight by Specialist, prone to errors. Record-keeping timelines are occasionally not maintained/met.	maintained/met.	maintaining the records.
4b: Critical Attributes	<ul style="list-style-type: none"> Specialist does not collect data over the course of a semester. Therapy data is never referred to or used in goal creation or goal updates. There is no communication utilizing therapy data. 	<ul style="list-style-type: none"> Specialist has some data from therapy sessions, but it is kept inconsistently. Therapy data is seldom referred to when creating therapy materials or goals, and quarterly progress is reported inconsistently. Therapy data is seldom communicated to other professionals and/or parents. 	<ul style="list-style-type: none"> Specialist can produce his/her data management system. Specialist frequently uses data to gauge student progress and adjusts session content. Specialist reports goal progress as required by the IEP. Therapy data is used in communication with family and other professionals. 	<ul style="list-style-type: none"> Specialist can produce and explain his/her data management system. Specialist consistently uses data to gauge student progress and adjusts session content. Specialist effectively communicates data progress with professionals and/or parents. Students contribute to and maintain records/data files, indicating their own progress in learning.
4c: Communicating with families	Specialist provides little information about the therapy 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 program and about the progress of individual students but does not attempt to engage families in the 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 program and conveys information about individual student progress in a culturally sensitive manner. Specialist makes some attempts to engage families in the therapy 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 program are frequent and successful.
4c: Critical Attributes	<ul style="list-style-type: none"> Little or no information regarding the therapy program is available to parents. Families are unaware of their children's progress. Family-engagement activities are lacking. There is some culturally inappropriate communication. 	<ul style="list-style-type: none"> School- or district-created materials about the therapy program are sent home. Specialist sends home infrequent or incomplete information about the therapy program. Specialist reports quarterly progress but does little else to inform families about student progress. 	<ul style="list-style-type: none"> Specialist regularly makes information about the therapy program available. Specialist regularly sends home information about student progress. Specialist develops activities designed to successfully engage families successfully and appropriately in their children's learning. Most of Specialist's 	<ul style="list-style-type: none"> Students regularly develop materials to inform their families about the therapy program. Students maintain accurate records about their individual learning progress and frequently share this information with their families. Students contribute to regular and ongoing projects designed to engage their families in the learning process.

			communications are appropriate to families' cultural norms.	<ul style="list-style-type: none">• All of Specialist's communications are highly sensitive to families' cultural norms.
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RUBRIC FOR THERAPEUTIC SPECIALISTS
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES *(continued)*

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT (BASIC)	PROFICIENT	DISTINGUISHED
4d: Participating in a professional community	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 maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Specialist participates in the school's culture of professional inquiry when invited to do so. Specialist participates in school and district projects when specifically asked.	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 school events and in school and/or district projects, making a substantial contribution.	Specialist's relationships with colleagues are characterized by mutual support and cooperation, with Specialist taking initiative in assuming leadership among the faculty. Specialist takes a leadership role in promoting a culture of professional inquiry. Specialist volunteers to participate in district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.
4d: Critical Attributes	<ul style="list-style-type: none"> • Specialist's relationships with colleagues are characterized by negativity or combativeness. • Specialist purposefully avoids contributing to activities promoting professional inquiry. • Specialist avoids involvement in school activities and district and community projects. 	<ul style="list-style-type: none"> • Specialist has cordial relationships with colleagues. • When invited, Specialist participates in activities related to professional inquiry. • When asked, Specialist participates in school activities, as well as district and community projects. 	<ul style="list-style-type: none"> • Specialist has supportive and collaborative relationships with colleagues. • Specialist regularly participates in activities related to professional inquiry. • Specialist volunteers to participate in school events and school district and community projects. 	<ul style="list-style-type: none"> • Specialist takes a leadership role in promoting activities related to professional inquiry. • Specialist contributes to and leads events that positively impact school life.

<p>4e: Growing and developing professionally</p>	<p>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.</p>	<p>Specialist participates to a limited extent in professional activities when they are convenient. Specialist engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. Specialist finds limited ways to assist other specialists and contribute to the profession.</p>	<p>Specialist seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Specialist actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. Specialist participates actively in assisting other educators and looks for ways to contribute to the profession.</p>	<p>Specialist seeks out opportunities for professional development and makes a systematic effort to conduct action research. Specialist solicits feedback on practice from both supervisors and colleagues. Specialist initiates important activities to contribute to the profession.</p>
<p>4e: Critical Attributes</p>	<ul style="list-style-type: none"> • Specialist does not participate in any activity that might enhance knowledge or skill. • Specialist purposefully resists discussing performance with supervisors or colleagues. • Specialist makes no effort to participate in professional organizations. 	<ul style="list-style-type: none"> • Specialist participates in professional development when required. • Specialist reluctantly accepts feedback from supervisors and colleagues. • Specialist rarely participates in professional organizations. 	<ul style="list-style-type: none"> • Specialist seeks regular opportunities for professional development. • Specialist welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback. • Specialist actively participates in organizations designed to contribute to the profession. 	<ul style="list-style-type: none"> • Specialist seeks regular opportunities for continued professional development, including initiating action research. • Specialist actively seeks feedback from supervisors and colleagues. • Specialist takes an active leadership role in professional organizations in order to contribute to the profession.
<p>4f: Showing professionalism</p>	<p>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 based on self-serving interests. Specialist does not comply with school and district regulations.</p>	<p>Specialist is honest in interactions with colleagues, students, and the public. Specialist's attempts to serve students are inconsistent, and Specialist unintentionally contributes to some students being ill served by the school. Specialist's decisions and recommendations are based on limited though genuinely professional considerations. Specialist complies minimally with school and district regulations, doing just enough to get by.</p>	<p>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.</p>	<p>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,</p>

				taking a leadership role with colleagues.
4f: Critical Attributes	<ul style="list-style-type: none"> • Specialist is dishonest. • Specialist does not notice the needs of students. • Specialist engages in practices that are self-serving. • Specialist willfully rejects school district regulations. 	<ul style="list-style-type: none"> • Specialist is honest. • Specialist notices the needs of students but is inconsistent in addressing them. • Specialist does not notice that some school practices result in poor conditions for students. • Specialist makes decisions professionally but on a limited basis. • Specialist complies with school district guidelines. 	<ul style="list-style-type: none"> • Specialist is honest and known for having high standards of integrity. • Specialist actively addresses student needs. • Specialist actively works to provide opportunities for student success. • Specialist willingly participates in team and departmental decision making. • Specialist complies completely with school district regulations. 	<ul style="list-style-type: none"> • Specialist is considered a leader in terms of honesty, integrity, and confidentiality. • Specialist is highly proactive in serving students. • Specialist makes a concerted effort to ensure that opportunities are available for all students to be successful. • Specialist takes a lead in team and departmental decision making. • Specialist takes a leadership role regarding school district regulations.