

OT/PT/Speech Therapist (v.2019)

Domain 1: Planning and Preparation

1.1 Demonstrating Knowledge of Therapeutic Discipline and Law Pertaining to School System Practice

Ineffective

Therapist makes significant errors and/or does not plan to address significant errors made by students. Therapist displays little understanding of prerequisite knowledge and best practices important to enhancing student progress and function. Therapist displays little or no knowledge of laws and procedures governing therapists.

Critical Attributes:

**Therapist is unfamiliar with the important concepts in the field of their discipline and how they relate to school practice.
Therapist is unaware of state laws and professional procedures governing best practices for therapists.

Minimally Effective

Therapist is familiar with the important concepts in the discipline but displays lack of awareness of how therapeutic concepts relate to the educational system. Therapist demonstrates an understanding of therapeutic discipline although knowledge is incomplete. Therapist's plans and practice reflect a limited range of therapeutic approaches.

Critical Attributes:

**Therapist has limited knowledge of the important concepts in the field of their discipline and how they relate to school practice.
Therapist is somewhat aware of state laws and professional procedures governing best practices for therapists.

Critical Attributes:

**Therapist is familiar with the important concepts in*

Effective

Therapist displays solid knowledge of the important concepts in the discipline and how they relate to one another. Therapist demonstrates accurate understanding of prerequisite relationships among therapy concepts and educational practice. Therapist's plans and practice reflect familiarity with best practice in the therapy field.

Highly Effective

Therapist 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. Therapist demonstrates understanding of prerequisite relationships among therapy concepts and educational practice and understands the link to necessary components that ensure student progress and function. Therapist's plans and practice reflect familiarity with a wide range of research in the therapy field and the ability to anticipate student responses.

the field of their discipline and how they relate to school practice.

**Therapist is knowledgeable of state laws and professional procedures governing best practices for therapists.*

Critical Attributes:

**Therapist is able to serve as a resource to coworkers and parents when discussing the important concepts in the field of their discipline and how they relate to school practice.*

**Therapist has extensive knowledge with state laws and professional procedures governing best practices for therapists.*

1.2 Demonstrating Knowledge of Typical and Atypical Child and Adolescent Development

Ineffective

Therapist 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.

Minimally Effective

Therapist displays generally accurate knowledge of how typical and atypical development and special needs impact student progress, but may overgeneralize this knowledge across student groups.

Effective

Therapist understands the individualized nature of student progress and utilizes information on typical and atypical development and special needs appropriately with students. Therapist also purposefully acquires knowledge from several sources about students' development and skills, special needs, and performance.

Highly Effective

Therapist understands the individualized nature of student progress and acquires information to address the complexity of student needs with typical and atypical development in mind. Therapist also uses knowledge to systematically problem-solve and plan using knowledge from research based sources that address individual students' development, skills, special needs, culture, interests, language proficiency, and performance.

Critical Attributes:

**Therapist demonstrates minimal knowledge of typical and atypical development.*

**Therapist demonstrates minimal knowledge of resources available concerning developmental norms.*

**Therapist demonstrates minimal knowledge of developmental disorders and their impact on the educational process.*

**Therapist is not aware of students' cultures and interests.*

Critical Attributes:

**Therapist demonstrates limited knowledge of typical and atypical development.*

**Therapist demonstrates limited knowledge of resources available concerning developmental norms.*

**Therapist demonstrates limited knowledge of developmental disorders and their impact on the educational process.*

**Therapist recognizes students' cultures and interests.*

Critical Attributes:

**Therapist demonstrates solid knowledge of typical and atypical development.*

**Therapist references several appropriate resources containing developmental norms.*

**Therapist demonstrates knowledge of developmental disorders and their impact on the educational process.*

**Therapist is well-informed about students' cultures and interests and incorporates this knowledge in lesson planning.*

Critical Attributes:

**Therapist is respected member of team providing extensive knowledge of typical and atypical development that*

contributes to student success.
 *Therapist references and shares important information concerning developmental norms.
 *Therapist demonstrates and shares skilled knowledge of developmental disorders and their impact on the educational process.
 *Therapist consistently seeks and applies extensive knowledge of students' cultures and interests to enhance therapy sessions.

1.3 Establishing Therapeutic Goals

Ineffective

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.

Critical Attributes:

*Therapist does not use assessment results and/or current available data to formulate goals that address individual student needs.
 *Therapist does not write measurable or achievable goals that are aligned to the CC Standards.
 *Therapist is unable to communicate

Minimally Effective

Goals are rudimentary - stated as directions for the team or as therapeutic 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.

Critical Attributes:

*Therapist inconsistently uses assessment results, and/or current available data to formulate goals that address individual student needs.
 *Therapist writes measurable and achievable

Effective

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.

Highly Effective

The goals represent a high level of understanding of how to assimilate therapeutic 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.

rationale for targeted goal areas.
*Therapist is unaware of related academic goals.

goals that are aligned to the CC Standards in a limited way.

*Therapist has limited communication regarding the rationale for targeted goal areas.

*Therapist demonstrates some awareness of related academic goals.

Critical Attributes:

*Therapist regularly uses assessment results and/or current available data to formulate goals that address individual student needs.

*Therapist writes goals that are consistently measurable and achievable, as well as aligned to the CC Standards.

*Therapist is able to communicate to parents and/or staff members the rationale for the targeted goal areas.

*Therapist shares responsibility for related academic goals.

Critical Attributes:

*Therapist consistently uses assessment results and/or current available data, from all academic areas, to formulate highly effective goals that address individual student needs.

*Therapist collaborates with team members and provides leadership to write measurable and achievable goals that are aligned to the

*CC Standards.
*Therapist is able to effectively communicate to parents, students (as appropriate), and related staff members the rationale for the targeted goal areas.
Therapist shares responsibility for related academic goals and collaborates with team members to maximize student success.

1.4 Demonstrating Knowledge of Resources

Ineffective

Therapist is unaware of resources for therapeutic use, for expanding one's own knowledge, or for students available through the school or district.

Critical Attributes:

**The therapist only uses district-provided materials, even when more variety would assist some students.
*The therapist does not seek out resources available to expand his/her own skill.
Although aware of some student needs, the therapist does not inquire about possible resources.

Minimally Effective

Therapist displays basic awareness of resources available for therapeutic use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly.

Critical Attributes:

**The therapist uses discipline specific materials, and does not utilize curriculum.
*The therapist participates in content-area workshops offered by the school, but does not pursue other professional development.
The therapist locates materials and resources for students that are available through the school, but does

Effective

Therapist displays awareness of resources available for therapeutic use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.

Highly Effective

Therapist's knowledge of resources for therapeutic use, for expanding one's own knowledge and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the internet.

not pursue any other avenues.

Critical Attributes:

*Resources are multi-disciplinary and include curriculum, web-based materials and/or discipline specific materials.

*Therapist expands knowledge with professional learning groups and organizations.

*Therapist pursues options offered by professional development opportunities.

Critical Attributes:

*The therapist facilitates student contact with resources outside the classroom.

*Therapist expands knowledge with professional learning groups and organizations and learned ideas into therapy sessions.

*Therapist creates student specific materials based on student need.

1.5 Designing Therapy Services With Appropriate Resources

Ineffective

Therapy program consists of a random collection of unrelated activities, lacking alignment or an overall structure. Therapist is unaware of

Minimally Effective

Therapist'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

Effective

Therapist has developed an aligned, sequential plan that supports individual needs of students. The therapeutic activities correlate with

Highly Effective

Therapist's plan is sequentially aligned, serves to support students individually within the broader educational program, and considers

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 therapist aware of resources for expanding one's own professional skill.

fit a sequential progression of skill development. Therapist 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.

educational programming and represent appropriate challenges to student function 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.

the long-term effects. The therapist blends therapeutic activities skillfully into the student's educational program. The therapist incorporates resources appropriately for the individual needs of the student.

Critical Attributes:

- *Learning activities are not designed to aid in goal achievement.
- *Therapist does not provide appropriate materials.

Critical Attributes:

- *Learning activities are suitable to aid in goal achievement.
- *Therapist uses appropriate but limited amount of materials.

Critical Attributes:

- *Learning activities are differentiated and specifically designed to aid in goal achievement.
- *Therapist provides a variety of appropriately challenging materials.

Critical Attributes:

- *Learning activities are differentiated and specifically designed to aid in goal achievement and carry over into all academic/functional settings.
- *Therapist provides a variety of evidence-based materials that are differentiated for individualized student success.

1.6 Developing a Plan to Evaluate Students

Ineffective

Assessment procedures are not consistent with student needs and therapeutic outcomes, and contain no criteria by which student performance will be assessed. Therapist has no plan to incorporate baseline assessments in the therapy plan.

Critical Attributes:

- *Therapist does not use a system for assessing therapeutic outcome.
- *Therapist does not collect necessary data.
- *Therapist does not modify goals and objectives based on student progress.

Minimally Effective

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 outcomes.

Critical Attributes:

- *Therapist uses an ineffective system for assessing therapeutic outcome.
- *Therapist collects minimal or irrelevant data.
- *Therapist inconsistently modifies goals and objectives based on student progress.

Critical Attributes:

- *Therapist uses an appropriate system for assessing therapeutic outcome.
- *Therapist accurately collects data to reflect student progress.

Effective

Assessment procedures are clear and organized to reflect individual student growth toward identified goals. Therapist has an established plan to collect data to support therapeutic services incorporating baseline assessment.

Highly Effective

Therapeutic goals can be monitored by the therapist'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.

**Therapist modifies goals and objectives based on student progress.*

Critical Attributes:

**Therapist uses a highly effective system for assessing therapeutic outcome across educational settings.*

**Therapist accurately collects relevant data and shares findings with student, as appropriate.*

**Therapist modifies goal and objectives based on data from multiple sources including student and/or team feedback.*

Domain 2: The Classroom Environment

2.1 Creating an Environment of Respect and Rapport

Ineffective

Therapist's interactions with staff and students are negative or inappropriate; students appear uncomfortable in therapy or assessment settings.

Minimally Effective

Therapist's interactions are a mix of positive and negative; the therapist's efforts at developing rapport are partially successful. The net result of the interactions is neutral.

Effective

Therapist's interactions with staff and students are positive and respectful; students appear comfortable in the testing and therapeutic environment. Therapist attempts to facilitate interactions among students that are polite and respectful, though students may be somewhat cautious about participating in challenging therapeutic activities.

Highly Effective

The therapeutic environment facilitates respect and caring. Students seek out the specialist reflecting a high degree of comfort and trust in the relationship. Interactions between therapist and staff 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 therapist and staff and student(s) is disrespectful.*
- *Therapist does not demonstrate connections with individual students.*

Critical Attributes:

- *Communication between therapist and staff and student(s) is somewhat disrespectful.*
- *Therapist makes basic general connections with individual students.*

Critical Attributes:

- *Communication between therapist and staff and student(s) is uniformly respectful.*
- *Therapist demonstrates an appropriate connection with individual student, encouraging participation in activities.*

Critical Attributes:

- *Communication between therapist and staff and student(s) demonstrates a high level of respect.*
- *Therapist demonstrates a connection with individual student that encompasses an understanding of needs beyond the school setting.*

2.2 Establishing a Therapeutic Environment of Learning, Participation, and Independence

Ineffective

The therapeutic environment is characterized by a lack of therapist or

Minimally Effective

The therapeutic environment is characterized by little commitment by

Effective

The therapeutic environment is a place where progress is valued by all,

Highly Effective

The therapeutic environment is rigorous, characterized by a shared

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 or no expectations for student progress are the norm.

therapist or students. Therapist appears to be only "going through the motions", and students inconsistently understand their role. Therapist conveys that student success is the result of natural ability rather than hard work. Minimal expectations for student progress are the norm.

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.

belief in the importance of progress. Therapist conveys high expectations and insists on hard work; students assume responsibility for learning, participation, and independence

Critical Attributes:

- *Therapist does not establish a purpose or expectations for therapeutic activities.*
- *Therapist does not use appropriate reinforcement system with students.*
- *Therapist does not recognize opportunities to foster independence.*

Critical Attributes:

- *Therapist inconsistently establishes a purpose or expectations for therapeutic activities.*
- *Therapist uses ineffective reinforcement system with students.*
- *Therapist recognizes some opportunities to foster independence.*

Critical Attributes:

- *Therapist establishes a purpose and expectations for therapeutic activities.*
- *Therapist uses appropriate reinforcement system with students.*
- *Therapist recognizes opportunities to foster independence.*

Critical Attributes:

- *Therapist clearly establishes and supports rigorous expectations for therapeutic activities, facilitating student understanding of purpose for all.*
- *Therapist uses highly effective reinforcement system with student that*

*encourages student self-monitoring of progress.
Therapist creates opportunities to foster independence. Students take responsibility for their own learning.

2.3 Managing Time, Procedures and Physical Space

Ineffective

Much instructional time is lost due to inefficient routines and procedures. There is little or no evidence of therapist'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 environment is unsafe. Given available resources, there is poor use of physical space and materials.

Critical Attributes:

**Transitions and therapy routines are confused and chaotic.
*Materials are not readily available.
*Therapy resources are not arranged to support the instructional goals and learning activities.
Much instructional time is lost due to use of technology.

Minimally Effective

Some instructional time is lost due to only partially effective routines and procedures. Therapist'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 environment is safe. Given available resources, therapist makes modest use of physical space and materials.

Effective

There is little loss of instructional time due to effective routines and procedures. Therapist'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 environment is safe and uses physical space and materials effectively.

Critical Attributes:

**Therapy session routines function inconsistently.
*Limited materials are available.
*Therapy resources are adequately arranged to support instructional goals and learning activities.
Use of technology

Highly Effective

Instructional time is maximized due to efficient and seamless routines and procedures. When appropriate, students take initiative in the management of routines and transitions, and/or the handling of materials and supplies. The therapeutic environment is safe. Therapist demonstrates a well-thought out use of other staff present, physical space, materials, and technology. Therapist and students work together to ensure that the physical arrangement is appropriate to the learning activities when applicable.

is integrated with some loss of instructional time.

Critical Attributes:

**Transitions and therapy routines are smooth.*

**Materials are readily available.*

**Therapy resources are arranged to support the instructional goals and learning activities.*

**Use of technology is integrated with little loss of instructional time.*

Critical Attributes:

**Transitions and therapy routines are seamless with the focus on therapy activities.*

**Materials are readily accessible and/or managed by student.*

**Students actively utilize resources to support the instructional goals and learning activities.*

**Use of technology is integrated in an efficient and seamless fashion.*

2.4 Managing Student Behavior

Ineffective

There appear to be no established standards of conduct. There is little or no therapist (or other staff per therapist direction) monitoring of student behavior and response to students' misbehavior is repressive or disrespectful of student dignity. Therapist does not exhibit an understanding of student developmental level or needs related to behavior.

Critical Attributes:

- *Therapist does not monitor student behavior.*
- *Therapist does not respond to disruptions or disrespectful behavior among the students.*

Minimally Effective

Standards of conduct appear to have been established, but their implementation is inconsistent. Therapist (or other staff per therapist direction) attempts to respond to disrespectful behaviors has inconsistent results.

Critical Attributes:

- *Teacher attempts to keep track of student behavior, but with no apparent system.*
- *Therapist occasionally responds to disruptive or disrespectful behavior among the students.*

Critical Attributes:

- *Student behavior is generally appropriate.*
- *Therapist regularly monitors student behavior.*
- *Therapist responds appropriately to misbehavior among the students.*

Critical Attributes:

- *Student behavior is entirely appropriate; no evidence of student misbehavior.*
- *Therapist silently and subtly*

Effective

Standards of conduct have been established and therapist monitors student behavior against this code. Therapist (or other staff per therapist direction) response to student misbehavior is consistent, proportionate, and respectful to students and is effective. Therapist responds consistently to disrespectful behavior according to individualized plan when appropriate.

Highly Effective

Standards of conduct are clearly established and appropriate. As appropriate, students take an active role in monitoring their own behavior against standards of conduct. Therapist (or other staff per therapist direction) monitoring of student behavior is subtle and preventive. Therapist's response to student misbehavior is sensitive to individual student needs and respects students' dignity.

*monitors student behavior.
Therapist responds appropriately to misbehavior among the students taking into account the team's individual plan for behavioral management.

Domain 3: Instruction

3.1 Communicating With and On the Behalf of Students

Ineffective

Therapist's communication is unclear and the directions and procedures are confusing. Therapy communication contains major errors and does not include any explanation of recommendations. Therapist's spoken or written language contains errors of grammar or syntax. Therapist's vocabulary is inappropriate, vague, or used incorrectly.

Critical Attributes:

**Therapist does not convey directions and/or information in a clear manner for the targeted audience.
Therapist makes errors with content

Minimally Effective

Therapist'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. Therapist's language is correct but uses vocabulary that is either limited or not fully appropriate to the audience. Therapist rarely takes opportunities to explain discipline-specific vocabulary.

Critical Attributes:

**Therapist conveys directions and/or information that is somewhat clear or not appropriate for the audience.*

Effective

The therapist communicates the relationship of therapy to educational programming; directions and procedures are explained thoroughly and may be modeled. Therapist's explanations are scaffolded, clear, accurate, and connect with the knowledge and experience of the audience. Therapists model when appropriate. During the explanation of content, therapist focuses, as appropriate, on strategies that facilitate independence and invites students to engage and understand strategies. Therapist's spoken and written language is clear and correct and is suitable to the audience. Therapist's use of discipline-specific vocabulary is precise and serves to extend understanding.

Highly Effective

The therapist communicates the relationship of therapy to educational programming. Therapist'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 process. Therapist's spoken and written language is expressive and serves to extend understanding. Communication enables students to generalize therapeutic strategies in a variety of environments.

that will impact student's understanding and/or future growth.
*Therapist's written communication (IEP documents, therapy visuals, etc.) is imprecise and includes various grammatical errors.

*Therapist makes minor errors regarding content, impacting student's understanding and/or future growth.

*Therapist's written communication (IEP documents, therapy visuals, etc.) is vague and contains some errors in information and/or grammar.

Critical Attributes:

*Therapist conveys directions and/or information clearly, matching the targeted audience.

*Therapist accurately uses content specific vocabulary to expand on a student's understanding and promotes growth.

*Therapist's written communication, (IEP documents, therapy visuals, etc.) is precise, clear and well understood by the audience.

Critical Attributes:

*Therapist conveys directions and/or information in a clear, concise manner. Communication matches the targeted audience and allows for students to demonstrate understanding of information.

*Therapist accurately uses content specific vocabulary, anticipating the need for clarification, allowing for generalization of information

to other settings.
*Therapist's written communication (IEP documents, therapy visuals, etc.) is well-written, thoroughly documents relevant information, and extends understanding to a variety of audiences.

3.2 Implementing and Adapting Therapy Services to Maximize Students' Success

Ineffective

Therapy services are not suited to the students' ability level and may not be individually designed to meet student needs. Therapist is unaware of student needs and responses to programming. Therapy services may not be provided equitably to all students.

Critical Attributes:

- *Therapist 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.

Minimally Effective

Therapy services are not consistently suited to the students' ability level and may not be fully individualized to meet student needs. Therapist is aware of student needs and responses to programming, but may inconsistently implement and adapt services.

Critical Attributes:

- *Therapist randomly selects therapy materials.
- *Therapy materials, strategies, and/or services are sometimes appropriate for age and development.
- *Most services reflect student need.

Critical Attributes:

- *Therapist uses appropriate clinical judgment when selecting therapy materials.
- *Therapy materials,

Effective

Therapy services are typically suited to the students' ability level and are individualized to meet student needs. Therapist is aware of student needs and responses to programming. Therapist consistently implements and adapts services in response to student needs.

Highly Effective

Therapist uses innovative and evidence-based treatments that are suited to the students' ability level and are individualized to meet student needs. Therapist skillfully enables students to contribute to decisions regarding their own therapy program when applicable. Therapist skillfully implements and adapts services in response to student needs.

strategies, and/or services are appropriate for age and development.

**Services correlate with student's academic and functional needs.*

Critical Attributes:

**Therapist demonstrates a skillful approach to selecting therapy materials.*

**Therapy 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.*

3.3 Engaging Students in the Therapy Process

Ineffective

Students are unable to engage in the therapy program because the therapy is unsuitable to the student's learning style or incompatible with the educational environment. The therapy program has no clearly defined structure, or engagement is limited by treatment pacing that is too slow or rushed.

Minimally Effective

Therapeutic services allow most students to be passively engaged or merely compliant. Students are engaged intermittently. Therapy 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".

Effective

Students are engaged in therapeutic activities that are designed to provide an appropriate level of challenge. The therapy program has a clearly defined structure, and the pacing of activities is appropriate, providing most students the time needed to be actively engaged.

Highly Effective

Students are actively engaged and challenged through well-designed therapeutic tasks and activities. Therapist provides suitable scaffolding and challenges students to maximize engagement. There is evidence of some student contribution to therapeutic programming; students may serve as models for peers as appropriate. The therapy 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:

**Therapist does not facilitate the therapy session/service in a manner and pace that is easily followed by students.*

**Therapist does not use cues/prompts/modeling to elicit student response.*

**Therapist is unable to recognize spontaneous opportunities within the session for teaching.*

Critical Attributes:

**Therapist struggles to facilitate the therapy session/service in a manner and pace that is easily followed by students.*

**Therapist ineffectively utilizes*

cues/prompts/modeling to elicit student response.

**Therapist responds inconsistently to spontaneous opportunities, within the session, for additional teaching.*

Critical Attributes:

**Therapist facilitates the therapy session/service in a manner and pace that is easily followed by students.*

**Therapist utilizes cues/prompts/modeling to elicit student response.*

**Therapist recognizes additional teachable moments within the session and attempts to incorporate them into the session.*

Critical Attributes:

**Therapist 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-cuing techniques and/or student participates actively in*

services.
*Therapist seizes on a teachable moment to enhance a lesson.

3.4 Using Assessment/Evaluation to Guide Therapy

Ineffective

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. Therapist does not provide feedback, feedback is of uniformly poor quality, or is not in a timely manner in regards to the therapy program.

Critical Attributes:

- *Therapist administers assessments with little regard for standardized procedures.
- *Therapist demonstrates no knowledge of test purpose, ages assessed, and administration techniques.
- *Therapist demonstrates no knowledge of accommodation strategies for student success in the classroom.
- *Lack of ongoing assessment during therapy.

Minimally Effective

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. Therapist feedback is not always communicated effectively to the audience. Timeliness of feedback is inconsistent.

Critical Attributes:

- *Therapist administers assessments with basic understanding of standardized procedures.
- *Therapist demonstrates limited knowledge of test purpose, ages assessed, and administration technique.
- *Therapist demonstrates limited knowledge of accommodation strategies for student success in the classroom.

Effective

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.

Highly Effective

Therapist skillfully chooses, designs, and administers assessments. Feedback is consistently high quality and communicated effectively to the audience in a timely manner. Therapist 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. Therapist successfully differentiates assessment methods to anticipate a range of responses and plan accordingly.

**Therapist provides general assessment during therapy.*

Critical Attributes:

**Therapist administers assessments according to standardized procedures.*

**Therapist demonstrates knowledge of test purpose, ages assessed, and administration technique.*

**Therapist demonstrates knowledge of accommodation strategies for student success in the classroom.*

**Therapist provides ongoing assessment during therapy.*

Critical Attributes:

**Therapist is able to provide information regarding the overall objectives of tests and sub-tests.*

**Therapist assists team with the development and use of accommodations for individual students specific needs.*

**Therapist assists the student in understanding his/her disability and necessary accommodations when developmentally appropriate.*

**Therapist and student engage in ongoing assessment during therapy.*

3.5 Demonstrating Flexibility and Responsiveness

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Ineffective

Therapist adheres rigidly to a therapy program in spite of evidence of poor student response. Therapist ignores questions; when students have difficulty making progress, therapist consistently blames them for their lack of success. Therapist is unresponsive to concerns expressed by parents, colleagues, and the student.

Critical Attributes:

- *Students are not engaged in the therapy activity and there is no attempt by the Therapist to address their lack of involvement.*
- *Therapy activities and materials require only recall or have a single correct response or method.*
- *Only one type of therapeutic group or service delivery option is used (small groups, individualized activities/push-in vs. pull-out) when variety would promote more student engagement.*
- *Therapy materials used are unsuitable to the lesson and/or the students.*
- *The therapy activity drags or is rushed.*

Minimally Effective

Therapist attempts to adjust the therapy program to accommodate and respond to student questions and interests meets with mixed results. Therapist accepts responsibility for the student progress, but has only a limited repertoire of strategies to use. Therapist is inconsistently responsive to concerns expressed by parents, colleagues, and the student.

Critical Attributes:

- *Some students are engaged in the lesson and some attempt is made to address students active involvement.*
- *Therapy 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.*

Critical Attributes:

Effective

When needed, therapist makes a minor adjustment to the therapy program and does so smoothly. Therapist successfully accommodates student and staff needs. Using a repertoire of strategies, therapist persists in seeking approaches for students who have difficulty making progress toward therapy goals. Therapist responds constructively to concerns expressed by parents, colleagues, and the student.

Highly Effective

Therapist seizes an opportunity to enhance student performance, building on a spontaneous event or student interests. Using a repertoire of therapeutic strategies and soliciting additional resources, therapist persists in seeking effective approaches for students. Therapist anticipates areas of concern that may be expressed by parents, colleagues, and the student, and makes subtle adjustments to programming as needed.

**Most students are engaged in the therapy activities most of the time to the best of their abilities.*

**Most therapy 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 activities.*

**Therapist uses groupings that are suitable to the therapy activities.*

**Therapy materials are appropriately challenging, and prompting levels promote students engagement.*

**The pacing of the therapy activities provide students the time needed to be actively engaged in the therapy process.*

Critical Attributes:

**Virtually all students are actively engaged in the therapy activities.*

**Therapy 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 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 activity to consolidate their understanding and carryover skills learned.

Domain 4: Professional Responsibilities

4.1 Reflecting on Practice

Ineffective

Therapist does not know whether a lesson was effective or achieved its goals, or therapist profoundly misjudges the success. Therapist has no suggestions for how a program could be improved.

Critical Attributes:

- *Therapist gives no indication of what appropriate responses look like.
- *The therapist considers the lesson but draws incorrect conclusions about its effectiveness.
- *The therapist makes no suggestions for improvement.

Minimally Effective

Therapist has a generally accurate impression of therapy's effectiveness and the extent to which goals were met. Therapist makes general suggestions about how a program could be improved.

Critical Attributes:

- *There is little evidence that the students understood the lesson.
- *The therapist has a general sense of whether or not instructional practices were effective.
- *The therapist offers general modifications for future instruction.

Effective

Therapist makes an accurate assessment of therapy's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment. Therapist makes a few specific suggestions about how a program could be improved.

Highly Effective

Therapist makes a thoughtful and accurate assessment of therapy'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, therapist offers specific alternative actions, complete with the probable success of different courses of action.

Critical Attributes:

- *Therapist reflects on student evidence to show understanding.
- *The therapist accurately assesses the effectiveness of instructional activities used
- *The therapist identifies specific ways in which a lesson might be improved.

Critical Attributes:

- *Students indicated and there is evidence to support that they understood the lesson.
- *Therapists assessment of the lesson (including use of paraprofessionals if applicable) is thoughtful, and includes specific indicators of effectiveness
- *Therapists suggestions for improvement draw on an extensive repertoire.

4.2 Maintaining Accurate Records

Ineffective

Therapist's system for maintaining student records, is nonexistent or in disarray.

Critical Attributes:

- *Therapist does not maintain student records of assessment, therapy/service logs, and data on

Minimally Effective

Therapist's system for maintaining student records is ineffective and requires oversight to maintain compliance with department and legal guidelines.

Critical Attributes:

- *Therapist inconsistently maintains student records of assessment, therapy/service

Effective

Therapist's system for maintaining student records is effective and is compliant with department, district and legal guidelines.

Highly Effective

Therapist's system for maintaining student records is fully effective and efficient, and is compliant with department, district and legal guidelines.

goals.

**Therapist is not familiar with department and legal guidelines for record keeping including Medicaid and service records.*

logs, or data on goals.

**Therapist is somewhat familiar with department and legal guidelines for record keeping including Medicaid and service records.*

Critical Attributes:

**Therapist's system for maintaining student records of assessment, therapy/service logs, and data on goals is effective.*

**Students are aware of their progress on the data system maintained by the Therapist.*

**Therapist is familiar with department and legal guidelines for record keeping including Medicaid and service records.*

Critical Attributes:

**Therapist's system for maintaining student records of assessment, therapy/service logs, and data on goals is effective and efficient.*

**Students contribute to and maintain data files indicating their own progress.*

**Therapist uses and support others in using department and legal guidelines for record keeping including Medicaid and service records.*

4.3 Communicating with Families

Ineffective

Therapist provides little information about the therapy program to families; therapist's communication about students' progress is minimal. Therapist does not respond, or responds insensitively, to parental concerns.

Critical Attributes:

- *Therapist minimally communicates with families about student progress.*
- *Therapist ignores or is insensitive to parental concerns.*

Minimally Effective

Therapist 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 therapy program. Moreover, the communication that does take place may not be culturally sensitive to those families.

Critical Attributes:

- *Therapist infrequently communicates with families about student progress.*
- *Therapist inconsistently or insensitively involves parents in the therapy program.*

Critical Attributes:

- *Therapist communicates with families appropriately about student progress when requested by the family.*
- *Therapist attempts to engage families in the therapy program in a culturally sensitive way,*

Critical Attributes:

- *Therapist effectively and proactively communicates with families about student progress, involving the student in the communication process, as appropriate.*

Effective

Therapist provides appropriate information to families about the therapy program and conveys information about individual student progress in a culturally sensitive manner. Therapist makes attempts to engage families in the therapy program.

Highly Effective

Therapist proactively communicates with families in a culturally sensitive manner, with students contributing to the communication when appropriate. Therapist responds to family concerns with professional and cultural sensitivity. Therapist's efforts to engage families in the therapy program are thorough and successful.

**Therapist successfully and sensitively engages families in the therapy process, utilizing home programming when applicable.*

4.4 Engaging in a Professional Community

Ineffective

Therapist's relationships with colleagues are negative or self-serving. Therapist avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Therapist avoids becoming involved in school events or school and district projects. Therapist does not collaborate with colleagues to deliver IEP services.

Critical Attributes:

- *The therapist's relationship with colleagues is characterized by negativity or combativeness.*
- *The therapist purposefully avoids contributing to activities promoting professional inquiry.*
- *The therapist avoids involvement in school activities and school district and community projects.*
- *Therapist does not collaborate with colleagues to deliver IEP services.*

Minimally Effective

Therapist maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Therapist becomes involved in the school's culture of professional inquiry when invited to do so. Therapist participates in school events and school and district projects when specifically asked. Therapist inconsistently collaborates with colleagues to deliver IEP services that enhance student progress.

Critical Attributes:

- *The therapist has pleasant relationship with colleagues.*
- *When invited, the therapist participates in activities related to professional inquiry.*
- *When asked, the therapist participates in school activities, and school district and community projects.*
- *Therapist inconsistently*

Effective

Relationships with colleagues are characterized by mutual support and cooperation; therapist actively participates in a culture of professional inquiry. Therapist volunteers to participate in school events and in school and district projects, making a substantial contribution. Therapist successfully collaborates with colleagues to deliver IEP services that enhance student progress.

Highly Effective

Relationships with colleagues are characterized by mutual support and cooperation, with the therapist taking initiative in assuming leadership among the faculty. Therapist takes a leadership role in promoting a culture of professional inquiry. Therapist volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life. Therapist seamlessly collaborates with colleagues to deliver IEP services that enhance student progress.

collaborates with colleagues to deliver IEP services that enhance student progress.

Critical Attributes:

**The therapist has supportive and collaborative relationships with colleagues.*

**The therapist regularly participates in activities related to professional inquiry.*

**The therapist frequently volunteers to participate in school events and school district and community projects.*

**Therapist consistently collaborates with colleagues to deliver IEP services that enhance student progress.*

Critical Attributes:

**The therapist takes a leadership role in promoting activities related to professional inquiry.*

**The therapist regularly contributes to and leads events that positively impact school life.*

**The therapist regularly contributes to and leads significant school*

*district and community projects.
Therapist seamlessly collaborates with colleagues to deliver IEP services that enhance student progress.

4.5 Growing and developing Professionally

Ineffective

Therapist engages in no professional development activities to enhance knowledge or skill. Therapist resists feedback on performance from either supervisors or more experienced colleagues. Therapist makes no effort to share knowledge with others or to assume professional responsibilities.

Critical Attributes:

- *The therapist is not involved in any activity that might enhance knowledge or skill.*
- *The therapist purposefully resists discussing performance with supervisors or colleagues.*
- *The therapist ignores invitations to join professional organizations or attend conferences.*

Minimally Effective

Therapist participates in professional activities to a limited extent when they are convenient. Therapist accepts, with some reluctance, feedback on performance from both supervisors and professional colleagues. Therapist finds limited ways to contribute to the profession

Critical Attributes:

- *The therapist participates in professional activities when required or when provided by the school district.*
- *The therapist reluctantly accepts feedback from supervisors and colleagues.*
- *The therapist contributes in a limited fashion to educational professional organizations.*

Critical Attributes:

- *The therapist seeks*

Effective

Therapist seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Therapist welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Therapist participates actively in assisting other educators

Highly Effective

Therapist seeks out opportunities for professional development and makes a systematic effort to conduct action research. Therapist seeks out feedback on therapy from both supervisors and colleagues. Therapist initiates important activities to contribute to the profession.

regular opportunities for continued professional development.

**The therapist welcomes colleagues and supervisors in the classroom for the purposes of gaining insight from their feedback.*

**The therapist actively participates in professional organizations designed to contribute to the profession.*

Critical Attributes:

**The therapist seeks regular opportunities for continued professional development, including initiating action research.*

**The therapist actively seeks feedback from supervisors and colleagues.*

**The therapist takes an active leadership role in professional organizations in order to contribute to the teaching profession.*

4.6 Showing Professionalism

Ineffective

Therapist displays dishonesty in interactions with colleagues, students, and the public. Therapist is not alert to students' needs and contributes to

Minimally Effective

Therapist is honest in interactions with colleagues, students, and the public. Therapist's attempts to serve students are inconsistent and does not

Effective

Therapist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Therapist is

Highly Effective

Therapist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.

school practices that result in some students' being ill served by the school. Therapist makes decisions and recommendations that are based on self-serving interests. Therapist does not comply with school and district regulations.

knowingly contribute to some students being ill served by the school. Therapist's decisions and recommendations are based on limited though genuinely professional considerations. Therapist must be reminded by supervisors about complying with school and district regulations.

active in serving students, working to ensure that all students receive a fair opportunity to succeed. Therapist maintains an open mind in team or departmental decision making. Therapist complies fully with school and district regulations.

Therapist is highly proactive in serving students, seeking out resources when needed. Therapist makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Therapist takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. Therapist complies fully with school and district regulations, taking a leadership role with colleagues.

Critical Attributes:

- *Therapist displays dishonesty with colleagues, students or the public.*
- *Therapist knowingly contributes to some students being ill-served by the therapy program.*
- *Therapist makes decisions based upon self-serving interests.*
- *Therapist does not comply with district and professional guidelines.*

Critical Attributes:

- *Therapist is honest with colleagues, students and the public.*
- *Therapist unknowingly may contribute to some students being ill-served by the therapy program.*
- *Therapist makes limited decisions, but has the best interest of the student at heart.*
- *Therapist requires reminders from supervisors to comply with district and professional guidelines.*

Critical Attributes:

- *Therapist holds high standards of honesty, integrity and confidentiality with colleagues, students and the public.*
- *Therapist is actively looking out for the best interest of students success.*

**Therapist makes sound decisions with an open mind, but demonstrates flexibility about decisions made beyond his/her control.*

**Therapist complies fully with district and professional guidelines.*

Critical Attributes:

**Therapist can be counted on to display the highest standards of honesty, integrity and confidentiality with colleagues, students and the public.*

**Therapist is proactive, looking out for the best interest of students success, seeking outside resources when needed.*

**Therapist challenges negative attitudes to ensure that all students, particularly the underserved, are programmed for success.*

**Therapist takes a leadership role in team or departmental decision making, ensuring that they are based upon highest professional standards.*

**Therapist complies fully with district and professional guidelines, serving as a resource for other colleagues.*