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| Educator Name: | Click here to enter text. | | | | School Year: | Click here to enter text. | |
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| **DOMAIN 1: PLANNING AND PREPARATION** | | | | | | | |
|  | | **LEVEL OF PERFORMANCE** | | | | | |
| **COMPONENT** | | **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | | | **EXEMPLARY** |
| **1e: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students** | | Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure. | Specialist’s plan has a guiding principle and includes a number of worthwhile activities, but some of them don’t fit with the broader goals. | Specialist has developed a plan that includes the important aspects of work in the setting. | | | Specialist’s plan is highly coherent and preventive and serves to support students individually, within the broader educational program. |
| **1f: Developing a plan to evaluate the therapy program of individual students** | | Specialist has no plan to evaluate the students’ program or resists suggestions that such an evaluation is important. | Specialist has a rudimentary plan to evaluate the students’ therapy program. | Specialist’s plan to evaluate the students’ program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. | | | Specialist’s evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the students’ program on an ongoing basis. |
| Evidence: | | | | | | | |
| **DOMAIN 2: THE ENVIRONMENT** | | | | | | | |
|  | | **LEVEL OF PERFORMANCE** | | | | | |
| **COMPONENT** | | **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | | | **EXEMPLARY** |
| **2d: Establishing standards of conduct in the treatment center** | | 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 testing and treatment center. Specialist’s attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful. | Standards of conduct have been established for the testing and treatment center. Specialist monitors student behavior against those standards; response to students is appropriate and respectful. | | | Standards of conduct have been established for the testing and treatment center. Specialist’s monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior. |
| Evidence: | | | | | | | |
| **DOMAIN 3: DELIVERY OF SERVICE** | | | | | | | |
|  | | **LEVEL OF PERFORMANCE** | | | | | |
| **COMPONENT** | | **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | | | **EXEMPLARY** |
| **3b: Developing and implementing treatment plans to maximize students’ success** | | Specialist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments. | Specialist’s plans for students are partially suitable for them or sporadically aligned with identified needs. | Specialist’s plans for students are suitable for them and are aligned with identified needs. | | | Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements. |
| **3d: Collecting information; writing reports** | | Specialist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience. | Specialist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience. | Specialist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience. | | | Specialist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience. |
| **3e: Demonstrating flexibility and responsiveness** | | Specialist adheres to the plan or program, in spite of evidence of its inadequacy. | 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 is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input. |
| Evidence: | | | | | | | |
| **DOMAIN 4: PROFESSIONAL RESPONSIBILITIES** | | | | | | | |
|  | | **LEVEL OF PERFORMANCE** | | | | | |
| **COMPONENT** | | **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | | | **EXEMPLARY** |
| **4b: Collaborating with teachers and administrators** | | Specialist is not available to staff for questions and planning and declines to provide background material when requested. | Specialist is available to staff for questions and planning and provides background material when requested. | Specialist initiates contact with teachers and administrators to confer regarding individual cases. | | | Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students. |
| **4e: Engaging in professional development** | | Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills. | Specialist’s participation in professional development activities is limited to those that are convenient or are required. | Specialist seeks out opportunities for professional development based on an individual assessment of need. | | | Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. |
| Evidence: | | | | | | | |

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| Professional Growth Goal: Click here to enter text. |