

CCSD Professional Growth Continuum Therapeutic Specialists

PLANNING AND PREPARATION	Unsatisfactory	Basic	Proficient	Distinguished
Demonstrating knowledge and skill in the specialist therapy area; holding a relevant certificate or license	Specialist demonstrates little of no knowledge and skill in the therapy area; does not hold the necessary certificate or license.	Specialist demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license.
Establishing goals for the therapy program appropriate to the setting and the students served	Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students.	Specialist's goals for the therapy program are rudimentary, and they are partially suitable to the situation and to the age of the students.	Specialist's goals for the therapy program are clear and appropriate to the situation in the school and the age of the students.	Specialist's goals for the therapy program highly appropriate to the situation in the school and to the age of the students, and have been developed following consultations with administrators and teachers.
Demonstrating knowledge of district, state, and federal regulations and guidelines	Specialist demonstrates little or no knowledge of special education laws and procedures.	Specialist demonstrates basic knowledge of special education laws and procedures.	Specialist demonstrates thorough knowledge of special education laws and procedures.	Specialist's knowledge of special education laws and procedures is extensive; specialist takes a leadership role in revising and revising district policies.
Demonstrating knowledge of resources, both within and beyond the school and district	Specialist demonstrates little or no knowledge of resources for students available through the school or district.	Specialist demonstrates basic knowledge of resources for students available through the school or district.	Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
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 important aspects of work in the setting.	Specialist's plan is highly coherent and preventative and serves to support students individually, within the broader educational program.
Developing a plan to evaluate the therapy program	Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Specialist has a rudimentary plan to evaluate the therapy program.	Specialist's plan to evaluate the 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 program on an ongoing basis.

THE ENVIRONMENT	Unsatisfactory	Basic	Proficient	Distinguished
Establishing rapport with students	Specialist's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful.	Specialist's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful.	Specialist's interactions are positive and respectful; students appear comfortable in the testing or treatment area.	Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.
Organizing time effectively	Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines and conflicting schedules.	Specialist's time management skills are moderately well developed; essential activities are carried out, but not always in the most effective manner.	Specialist exercises good judgment in setting priorities resulting in clear schedules and important work being accomplished in an efficient manner.	Specialist demonstrates excellent time management skills accomplishing all tasks in a seamless manner; teachers and students understand their schedules.
Knowledge of procedures for referrals	Specialist does not know correct procedures for referrals.	Specialist knows the established procedure for referrals, but goals are not always clear.	Specialist knows established procedures for referrals and goals are very clear to all.	Specialist knows all established referral and testing protocols, and works in consultation with administration and teachers to communicate goals clearly.
Establishing standards of conduct in therapy or testing settings	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 therapy or testing settings. Specialist 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 setting. Specialist monitors student behavior against those standards; response to student is appropriate and respectful.	Standards of conduct have been established for the testing and treatment setting. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
Organizing physical space for testing of students and providing therapy	The testing and treatment setting is disorganized and poorly suited to working with students. Materials are usually available.	The testing and treatment setting is moderately well organized and moderately well suited to working with students.	The testing and treatment setting is well organized; materials are available when needed.	The testing and treatment setting is highly organized and is inviting to students. Materials are convenient when needed.

DELIVERY OF SERVICE	Unsatisfactory	Basic	Proficient	Distinguished
Responding to referrals and evaluating student needs	Specialist fails to respond to referrals or makes hasty assessments of student needs.	Specialist responds to referrals when pressed and makes adequate assessments of student needs.	Specialist responds to referrals and makes thorough assessments of student needs.	Specialist is proactive in responding to referrals and makes highly competent assessments of student needs.
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 met student needs and incorporate many related elements.
Communicating with families	Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Specialist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.	Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust.
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.	Specialists is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.
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 seeding ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.