

COMPONENT LEVEL RUBRICS

Domain 1 for Therapeutic Specialists: Planning and Preparation				
Component	Ineffective	Developing	Skilled	Accomplished
Component 1a: Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license	Specialist demonstrates little or 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.
Component 1b: Establishing goals for the therapy program appropriate to the setting and the students served	Specialist has no clear goals for therapy services, or they are inappropriate to either the situation or the age of the students.	Specialist's goals for the therapy services are rudimentary and 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 age of the students.	Specialist's goals for the therapy services are highly appropriate to the age of the students and have been developed following consultations with administrators and teachers.
Component 1c: 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 reviewing and revising district policies.
1d: 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.
1e: Planning the therapy services, integrated with the regular school program, to meet the needs of individual students	Therapy plan consist 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 services	Specialist has no plan to evaluate the services or resists suggestions that such an evaluation is important	Specialist has a rudimentary plan to evaluate the therapy services.	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.

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Domain 2 for Therapeutic Specialists: The Environment				
Component	Ineffective	Developing	Skilled	Accomplished
2a: Establishing rapport with students	Specialist's interactions with students are negative or inappropriate; students appear uncomfortable in the assessment or therapy setting.	Specialist's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful.	Specialist's interactions with students are positive and respectful; students appear comfortable in the assessment and therapy setting.	Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.
2b: 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 efficient 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.
2c: Establishing and maintaining clear procedures for referrals	No procedures for consultation have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Specialist has established procedures for consultation, but the details are not always clear.	Procedures for meetings and consultations with parents, teachers, and administrators are clear to everyone.	Procedures for all aspects of referral and assessment protocols are clear to everyone and have been developed in consultation with teachers and administrators.
2d: Establishing standards of conduct in assessment and/or therapy of students.	No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during assessment and/or therapy.	Standards of conduct appear to have been established for the assessment and/or therapy. Specialist's attempts to monitor and correct negative student behavior are partially successful.	Standards of conduct have been established for the assessment and/or therapy. Specialist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established for the assessment and/or therapy. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
2e: Organizing physical space for assessment and/or therapy.	The physical space is disorganized and poorly suited to working with students. Materials are usually available.	The physical space is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed.	The physical space is well organized; materials are available when needed.	The physical space is highly organized and is inviting to students. Materials are convenient when needed.

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Domain 3 for Therapeutic Specialists: Delivery of Service				
Component	Ineffective	Developing	Skilled	Accomplished
Component 3a: 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.
Component 3b: Developing and implementing therapy plans to maximize students' success	Specialist fails to develop therapy plans suitable for students, or plans are mismatched with the findings of the 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.
Component 3c: Communicating with families	Specialist fails to communicate with families and secure necessary permission for assessments 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.
Component 3d: Collecting information; writing therapy plans	Specialist neglects to collect important information on which to base therapy plans; plans are inaccurate or not appropriate to the audience.	Specialist collects most of the important information on which to base therapy plans; plans are accurate but lacking in clarity and not always appropriate to the audience.	Specialist collects all the important information on which to base therapy plans; plans are accurate and appropriate to the audience.	Specialist is proactive in collecting important information, interviewing teachers and parents if necessary; plans are accurate and clearly written and are tailored for the audience.
Component 3e: Demonstrating flexibility and responsiveness	Specialist adheres to the therapy plan, in spite of evidence of its inadequacy.	Specialist makes modest changes in the therapy plan when confronted with evidence of the need for change.	Specialist makes revisions in the therapy plan when they are needed.	Specialist is continually seeking ways to improve the therapy plan and makes changes as needed in response to student, parent, teacher, or administrative input.

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Domain 4 for Therapeutic Specialists: Professional Responsibilities				
Component	Ineffective	Developing	Skilled	Accomplished
4a: Reflecting on practice	Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Specialist's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapeutic services might be improved.	Specialist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.
4b: Collaborating with teachers, administrators, families, and outside agencies	Specialist is not available to staff for questions and planning and provides 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.
4c: Maintaining an effective data management system	Specialist's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust therapy services when needed.	Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust therapy services when needed.	Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust therapy services when needed.	Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust therapy services when needed. Specialist uses the system to communicate with teachers and parents.
4d: Participating in a professional learning community	Specialist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.	Specialist's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically requested.	Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: Engaging in professional development	Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of counseling 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.
4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality	Specialist displays dishonesty in interactions with families, colleagues, students, and agencies and violates principles of confidentiality.	Specialist is honest in interactions with families, colleagues, students, and agencies and does not violate confidentiality.	Specialist displays high standards of honesty, integrity, and confidentiality in interactions with families, colleagues, students, and agencies and advocates for students when needed.	Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with families, colleagues, and agencies.