

### View Rubric

## Rubric: Therapeutic Specialists (Speech Language Pathologists and Special Education) - Michigan Levels

Developed by Champaign Unit 4 School District | Copyedited by Teachscape | 2013

### Domain: 1 Planning and Preparation

#### Component: 1a. Demonstrating knowledge and skill in specialist therapy area and regulations within and beyond the school and district

**Not Evident**

Scale: N/A Value:  
Critical attributes:

**Ineffective**

Scale: 1 Value: 1  
Specialist demonstrates little or no knowledge and skill in the therapy area; does not maintain the necessary certificate or license.  
Critical attributes:  
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.

**Minimally Effective**

Scale: 2 Value: 2  
Specialist demonstrates basic knowledge and skill in the therapy area; maintains certificate or license  
Critical attributes:  
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.

**Effective**

Scale: 3 Value: 3  
Specialist demonstrates thorough knowledge and skill in the therapy area; maintains the necessary certificate or license.  
Critical attributes:  
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.

**Highly Effective**

Scale: 4 Value: 4  
Specialist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate and/or endorsements or license.  
Critical attributes:

#### Component: 1b. Demonstrating knowledge of child, adolescent, and/or young adult development and therapy approaches appropriate to setting

**Not Evident**

Scale: N/A Value:  
Critical attributes:

**Ineffective**

Scale: 1 Value: 1  
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.  
Critical attributes:  
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.

**Minimally Effective**

Scale: 2 Value: 2  
Specialist demonstrates basic knowledge of developmental milestones for the therapy program.  
Critical attributes:  
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.

**Effective**

Scale: 3 Value: 3  
Specialist demonstrates clear understanding and appropriate application of developmental milestones.  
Critical attributes:  
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.

**Highly Effective**

Scale: 4 Value: 4  
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.  
Critical attributes:

**Component: 1c. Establishing goals for the therapy services appropriate to the setting and students served**

**Not Evident**

Scale: N/A Value:  
Critical attributes:

**Ineffective**

Scale: 1 Value: 1  
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.  
Critical attributes:  
Specialist does not use assessment results, clinical judgment, and current

**Minimally Effective**

Scale: 2 Value: 2  
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.  
Critical attributes:  
Specialist inconsistently uses assessment results, clinical judgment,

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.

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.

**Effective**

Scale: 3 Value: 3  
 Specialist's goals for the therapy program are clear and appropriate for the situation in the school and for the age of the students.  
 Critical attributes:  
 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.

**Highly Effective**

Scale: 4 Value: 4  
 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.  
 Critical attributes:

**Component: 1d. Planning therapy services with appropriate resources integrated within the educational environment**

**Not Evident**

Scale: N/A Value:  
 Critical attributes:

**Ineffective**

Scale: 1 Value: 1  
 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.  
 Critical attributes:  
 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.

**Minimally Effective**

Scale: 2 Value: 2  
 Therapy plan is well organized. Services are linked and related to the IEP goals.  
 Critical attributes:  
 Learning activities are suitable to aid in goal achievement.  
 Specialist provides appropriate materials and resources.  
 The session is structured inappropriately for allotted time.

**Effective**

Scale: 3 Value: 3  
 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.  
 Critical attributes:  
 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.

**Highly Effective**

Scale: 4 Value: 4  
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.  
Critical attributes:

**Component: 1e. Demonstrating knowledge and skill in selecting and using evaluative instruments to assess students and determine eligibilities**

**Not Evident**

Scale: N/A Value:  
Critical attributes:

**Ineffective**

Scale: 1 Value: 1  
Specialist demonstrates little or no knowledge and skill in selecting and appropriately administering evaluative instruments to assess students and determine eligibilities.  
Critical attributes:  
Specialist administers assessments with little regard for standardized procedures.  
Specialist does not address eligibility criteria in decision making.

**Minimally Effective**

Scale: 2 Value: 2  
Specialist routinely administers a generic set of evaluative instruments without regard to the referral concerns when assessing students and determining eligibilities.  
Critical attributes:  
Specialist administers assessments with basic understanding of standardized procedures.  
Specialist references eligibility criteria in decision making.

**Effective**

Scale: 3 Value: 3  
Specialist consistently selects and uses a range of evaluative instruments based on the referral concerns to assess students and determine accurate eligibilities.  
Critical attributes:  
Specialist administers assessments according to standardized procedures.  
Specialist connects eligibility criteria in decision making.

**Highly Effective**

Scale: 4 Value: 4  
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.  
Critical attributes:

**Domain: 2 The Environment**

**Component: 2a. Establishing rapport with students and staff members**

**Not Evident**

Scale: N/A Value:  
Critical attributes:

**Ineffective**

Scale: 1 Value: 1  
Specialist's interactions with students and staff are negative or inappropriate. Specialist does not deal with disrespectful behavior and is

**Minimally Effective**

Scale: 2 Value: 2  
Specialist's interactions with students and staff are generally appropriate but may reflect occasional inconsistencies and disregard for

insensitive to students' ages, cultural backgrounds, and developmental levels.  
 Critical attributes:  
 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.

students' ages, cultures, and developmental levels. Specialist attempts to respond to disrespectful behavior, with uneven results.  
 Critical attributes:  
 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.

**Effective**

Scale: 3 Value: 3  
 Specialist's interactions are friendly and demonstrate general caring and respect. Students and staff exhibit respect for the Specialist.  
 Critical attributes:  
 Talk between the Specialist and students/staff is uniformly respectful.  
 Specialist responds to disrespectful behavior among students.  
 Specialist makes general connections with individual students.

**Highly Effective**

Scale: 4 Value: 4  
 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.  
 Critical attributes:

**Component: 2b. Establishing a culture for learning**

**Not Evident**

Scale: N/A Value:  
 Critical attributes:

**Ineffective**

Scale: 1 Value: 1  
 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.  
 Critical attributes:  
 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.

**Minimally Effective**

Scale: 2 Value: 2  
 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.  
 Critical attributes:  
 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.

**Effective**

Scale: 3 Value: 3  
 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

**Highly Effective**

Scale: 4 Value: 4  
 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

expend effort to learn. Therapeutic interactions support learning and hard work.

Critical attributes:

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.

students and insists on hard work.

Students take initiative with therapeutic activity provided by the Specialist.

Critical attributes:

## Component: 2c. Managing time and priorities in the therapy setting

### Not Evident

Scale: N/A Value:

Critical attributes:

### Ineffective

Scale: 1 Value: 1

Specialist exercises poor judgment in managing priorities, resulting in confusion, missed deadlines, and conflicting schedules. Much learning time is lost.

Critical attributes:

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.

### Minimally Effective

Scale: 2 Value: 2

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.

Critical attributes:

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.

### Effective

Scale: 3 Value: 3

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.

Critical attributes:

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.

**Highly Effective**

Scale: 4 Value: 4

Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner. Learning time is maximized.

Critical attributes:

**Component: 2d. Managing student behavior**

**Not Evident**

Scale: N/A Value:

Critical attributes:

**Ineffective**

Scale: 1 Value: 1

No standards of conduct have been established, and Specialist disregards or fails to address negative student behavior during evaluation or treatment.

Critical attributes:

No apparent standards of conduct are in place.

Specialist does not monitor student behavior.

Specialist's response to misbehavior is ineffective.

**Minimally Effective**

Scale: 2 Value: 2

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.

Critical attributes:

Standards of conduct are not evident. Student behavior is generally inappropriate.

Specialist inconsistently monitors student behavior.

Specialist's response to misbehavior is inconsistent.

**Effective**

Scale: 3 Value: 3

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.

Critical attributes:

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.

**Highly Effective**

Scale: 4 Value: 4

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.

Critical attributes:

**Domain: 3 Delivery of Service**

**Component: 3a. Communicating with students**

**Not Evident**

Scale: N/A Value:

Critical attributes:

**Ineffective**

Scale: 1 Value: 1

Specialist's language leaves students confused. The instructional purpose of the activity is unclear to the students and directions are confusing.

Critical attributes:

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.

**Minimally Effective**

Scale: 2 Value: 2

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.

Critical attributes:

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.

**Effective**

Scale: 3 Value: 3

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.

Critical attributes:

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.

**Highly Effective**

Scale: 4 Value: 4

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.

Critical attributes:

**Component: 3b. Implementing treatment plans to maximize students success**

**Not Evident**

Scale: N/A Value:

Critical attributes:

**Ineffective**

Scale: 1 Value: 1

Specialist fails to implement treatment plans suitable for students, or plans are mismatched with the findings of assessments.

Critical attributes:

Specialist does not use clinical judgment when using therapy

**Minimally Effective**

Scale: 2 Value: 2

Specialist's plans are inconsistently implemented or sporadically aligned with identified needs of students.

Critical attributes:

Specialist randomly selects therapy materials.

Therapy materials are sometimes



materials.  
 Therapy materials are inappropriate for age, development, and assessment areas.  
 Targeted tasks do not match stated goals.

appropriate for age, development, and assessment areas.  
 Targeted tasks partially match stated goals.

**Effective**

Scale: 3 Value: 3  
 Specialist's plans are consistently implemented and aligned with identified needs of students.  
 Critical attributes:  
 Specialist uses appropriate clinical judgment when selecting therapy materials.  
 Therapy materials are appropriate for age, development, and assessment areas.  
 Targeted tasks match stated goals.

**Highly Effective**

Scale: 4 Value: 4  
 Specialist implements comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.  
 Critical attributes:

**Component: 3c. Engaging students in learning**

**Not Evident**

Scale: N/A Value:  
 Critical attributes:

**Ineffective**

Scale: 1 Value: 1  
 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.  
 Critical attributes:  
 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.

**Minimally Effective**

Scale: 2 Value: 2  
 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.  
 Critical attributes:  
 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.

**Effective**

Scale: 3 Value: 3  
 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

**Highly Effective**

Scale: 4 Value: 4  
 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

appropriate, providing most students multiple opportunities to be actively engaged.  
 Critical attributes:  
 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.

has a clearly defined structure, and the pacing and approach of the session provides students opportunities to practice activities independently in the therapy session.  
 Critical attributes:

**Component: 3d. Using assessment in instruction**

**Not Evident**

Scale: N/A Value:  
 Critical attributes:

**Ineffective**

Scale: 1 Value: 1  
 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.  
 Critical attributes:  
 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.

**Minimally Effective**

Scale: 2 Value: 2  
 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.  
 Critical attributes:  
 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.  
 Specialist makes only minor attempts to engage students in self-assessment.  
 Data collection is inconsistent.

**Effective**

Scale: 3 Value: 3  
 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.  
 Critical attributes:  
 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

**Highly Effective**

Scale: 4 Value: 4  
 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

guidance.  
Data collection is consistent and relevant.

important information on which to base additional learning activities, interviewing teachers and parents if necessary.  
Critical attributes:

**Component: 3e. Demonstrating flexibility and responsiveness**

**Not Evident**

Scale: N/A Value:  
Critical attributes:

**Ineffective**

Scale: 1 Value: 1  
Specialist adheres to the plan or program, in spite of evidence of its inadequacy. Specialist ignores students' questions.  
Critical attributes:  
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.

**Minimally Effective**

Scale: 2 Value: 2  
Specialist makes modest changes in the treatment program when confronted with evidence of the need for change.  
Critical attributes:  
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.

**Effective**

Scale: 3 Value: 3  
Specialist makes revisions in the treatment program when they are needed.  
Critical attributes:  
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.

**Highly Effective**

Scale: 4 Value: 4  
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.  
Critical attributes:

**Domain: 4 Professional Responsibilities**

## Component: 4a. Reflecting on practice

### Not Evident

Scale: N/A Value:

Critical attributes:

### Ineffective

Scale: 1 Value: 1

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.

Critical attributes:

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.

### Minimally Effective

Scale: 2 Value: 2

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.

Critical attributes:

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.

### Effective

Scale: 3 Value: 3

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.

Critical attributes:

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.

### Highly Effective

Scale: 4 Value: 4

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.

Critical attributes:

## Component: 4b. Maintaining accurate records and reports

### Not Evident

Scale: N/A Value:

Critical attributes:

### Ineffective

Scale: 1 Value: 1

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 and confusion. Record-keeping timelines are repeatedly not maintained/met.

Critical attributes:

Specialist does not collect data over the course of a semester.

Therapy data is never referred to or

### Minimally Effective

Scale: 2 Value: 2

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 given frequent oversight by Specialist, prone to errors. Record-keeping timelines are occasionally not maintained/met.

Critical attributes:

Specialist has some data from

used in goal creation or goal updates. There is no communication utilizing therapy data.

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.

**Effective**

Scale: 3 Value: 3  
 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 maintained/met.  
 Critical attributes:  
 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.

**Highly Effective**

Scale: 4 Value: 4  
 Specialist's system for maintaining information on student goal progress and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.  
 Critical attributes:

**Component: 4c. Communicating with families**

**Not Evident**

Scale: N/A Value:  
 Critical attributes:

**Ineffective**

Scale: 1 Value: 1  
 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.  
 Critical attributes:  
 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.

**Minimally Effective**

Scale: 2 Value: 2  
 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.  
 Critical attributes:  
 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.

**Effective**

Scale: 3 Value: 3  
 Specialist provides frequent and appropriate information to families about the therapy program and

**Highly Effective**

Scale: 4 Value: 4  
 Specialist communicates frequently with families in a culturally sensitive manner, with students contributing to

conveys information about individual student progress in a culturally sensitive manner. Specialist makes some attempts to engage families in the therapy program.  
 Critical attributes:  
 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 communications are appropriate to families' cultural norms.

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.  
 Critical attributes:

**Component: 4d. Participating in a professional community**

**Not Evident**

Scale: N/A Value:  
 Critical attributes:

**Ineffective**

Scale: 1 Value: 1  
 Specialist's relationships with colleagues are negative or self-serving. Specialist avoids participation in a professional culture of inquiry, resisting opportunities to become involved.  
 Critical attributes:  
 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.

**Minimally Effective**

Scale: 2 Value: 2  
 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.  
 Critical attributes:  
 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.

**Effective**

Scale: 3 Value: 3  
 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.  
 Critical attributes:  
 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

**Highly Effective**

Scale: 4 Value: 4  
 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.  
 Critical attributes:

community projects.

**Component: 4e. Growing and developing professionally**

**Not Evident**

Scale: N/A Value:  
Critical attributes:

**Ineffective**

Scale: 1 Value: 1  
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.  
Critical attributes:  
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.

**Minimally Effective**

Scale: 2 Value: 2  
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.  
Critical attributes:  
Specialist participates in professional development when required.  
Specialist reluctantly accepts feedback from supervisors and colleagues.  
Specialist rarely participates in professional organizations.

**Effective**

Scale: 3 Value: 3  
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.  
Critical attributes:  
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.

**Highly Effective**

Scale: 4 Value: 4  
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.  
Critical attributes:

**Component: 4f. Showing professionalism**

**Not Evident**

Scale: N/A Value:  
Critical attributes:

**Ineffective**

Scale: 1 Value: 1  
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

**Minimally Effective**

Scale: 2 Value: 2  
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

school. Specialist makes decisions and recommendations based on self-serving interests. Specialist does not comply with school and district regulations.  
 Critical attributes:  
 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.

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.  
 Critical attributes:  
 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.

**Effective**

Scale: 3 Value: 3  
 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.  
 Critical attributes:  
 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.

**Highly Effective**

Scale: 4 Value: 4  
 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, taking a leadership role with colleagues.  
 Critical attributes: