|  |
| --- |
| **Cortland Enlarged City School District** |
| Framework for Therapeutic Specialist Summative Scoring Rubric |
|  |
|  |
|  |
| **2020-2021** |

|  |
| --- |
|  |

Specialist: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Building: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Professional Role: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Administrator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total Rubric Points: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments:

Specialist: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cc: Personnel File (Cover Sheet Only)

Full Summative Scoring Rubric – Principal File

– Specialist

**DANIELSON FRAMEWORK FOR THERAPEUTIC SPECIALIST**

**RUBRIC SCORING SHEET**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Element** | **Summary** | **Component**  **Score**  **(1-4)** | | | |
|  | **Domain 1: Planning and Preparation** | **I**  **(1)** | **D**  **(2)** | **E**  **(3)** | **H**  **(4)** |
| **1a.** | **Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license** |  | | | |
|  | * *Specialist holds necessary certification or license.* |  |  |  |  |
|  | * *Able to professionally answer questions related to area of expertise.* |  |  |  |  |
|  | **Avg. of Component** |  | | | |
| **1b.** | **Establishing goals for the therapy program appropriate to the setting and the students served** |  | | | |
|  | * *IEP goals are specified, measurable, attainable, relevant, and time bound.* |  |  |  |  |
|  | * *IEP goals are school related and/or curriculum based, and are developed in collaboration with school-based team.* |  |  |  |  |
|  | **Avg. of Component** |  | | | |
| **1c.** | **Demonstrating knowledge of district, state, and federal regulations and guidelines** |  | | | |
|  | * *Follow NYS regulation part 200 – Students with Disabilities.* |  |  |  |  |
|  | * *Follow federal IDEA and Section 504 guidelines.* |  |  |  |  |
|  | **Avg. of Component** |  | | | |
| **1d.** | **Demonstrating knowledge of resources, both within and beyond the school and district** |  | | | |
|  | * *Clear understanding of the available school and community resources for students and families.* |  |  |  |  |
|  | * *Provides families with resources to generalize therapy activities in the home environment.* |  |  |  |  |
|  | **Avg. of Component** |  | | | |
| **1e.** | **Planning the therapy program, integrated with the regular school program, to meet the needs of individual students** |  | | | |
|  | * *Collaborate with classroom teachers to incorporate grade level curriculum into therapy sessions.* |  |  |  |  |
|  | * *Implement therapeutic strategies and interventions within the classroom setting to support student needs for success in the educational environment.* |  |  |  |  |
|  | **Avg. of Component** |  | | | |
| **1f.** | **Developing a plan to evaluate the therapy program** |  | | | |
|  | * *Therapy program is organized around measurable goals/objectives.* |  |  |  |  |
|  | * *Uses progress monitoring as a tool to measure and evaluate student success within the therapy program.* |  |  |  |  |
|  | **Avg. of Component** |  | | | |
|  | **OVERALL TOTAL** |  | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Domain 2: The Environment** | **I**  **(1)** | **D**  **(2)** | **E**  **(3)** | **H**  **(4)** |
| **2a.** | **Establishing rapport with students** |  | | | |
|  | * *Students are engaged and motivated to participate in therapy.* |  |  |  |  |
|  | * *Specialist demonstrates a good understanding of student’s character, and interactions are positive and respectful.* |  |  |  |  |
|  | **Avg. of Component** |  | | | |
| **2b.** | **Organizing time effectively** |  | | | |
|  | * *Develops and follows schedule in collaboration with school team, and shares schedule with teachers and students.* |  |  |  |  |
|  | * *Prioritizes roles and responsibilities appropriately.* |  |  |  |  |
|  | **Avg. of Component** |  | | | |
| **2c.** | **Establishing and maintaining clear procedures for referrals** |  | | | |
|  | * *Follow district policies and procedures set by the Committee on Special Education.* |  |  |  |  |
|  | * *Establishes and maintains current criteria for services.* |  |  |  |  |
|  | **Avg. of Component** |  | | | |
| **2d.** | **Establishing standards of conduct in the treatment center** |  | | | |
|  | * *Expectations for the therapy setting are established with students, and are maintained throughout therapy sessions.* |  |  |  |  |
|  | * *Students are encouraged to self-monitor behaviors within the therapy room.* |  |  |  |  |
|  | **Avg. of Component** |  | | | |
| **2e.** | **Organizing physical space for testing of students and providing therapy** |  | | | |
|  | * *Therapy room is organized, and materials readily available.* |  |  |  |  |
|  | * *Testing environment is set-up and organized for ease of administration.* |  |  |  |  |
|  | **Avg. of Component** |  | | | |
|  | **OVERALL TOTAL** |  | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Domain 3: Delivery of Service** | **I**  **(1)** | **D**  **(2)** | **E**  **(3)** | **H**  **(4)** |
| **3a.** | **Responding to referrals and evaluating student needs** |  | | | |
|  | * *Consults with teacher regarding student areas of concern.* |  |  |  |  |
|  | * *Completes evaluation using specific and appropriate tests and measures within established time frame.* |  |  |  |  |
|  | **Avg. of Component** |  | | | |
| **3b.** | **Developing and implementing treatment plans to maximize students’ success** |  | | | |
|  | * *Treatment plans are aligned with students’ needs, as identified in the evaluation.* |  |  |  |  |
|  | * *Treatment plans incorporate foundational skills to support greater success within the school environment.* |  |  |  |  |
|  | **Avg. of Component** |  | | | |
| **3c.** | **Communicating with families** |  | | | |
|  | * *Communicates with families using family-friendly language with understanding of home environment.* |  |  |  |  |
|  | * *Effectively communicates student strengths and needs across varied means of communication.* |  |  |  |  |
|  | **Avg. of Component** |  | | | |
| **3d.** | **Collecting information; writing reports** |  | | | |
|  | * *Collects information and data from teachers, parents and/or observations to generate an accurate report.* |  |  |  |  |
|  | * *Reports are concise, clear, and use language appropriate to the audience.* |  |  |  |  |
|  | **Avg. of Component** |  | | | |
| **3e.** | **Demonstrating flexibility and responsiveness** |  | | | |
|  | * *Activities are graded and revised to meet students’ current level of function.* |  |  |  |  |
|  | * *Therapy program is adapted as needed in response to teacher, parent, or student input.* |  |  |  |  |
|  | **Avg. of Component** |  | | | |
|  | **OVERALL TOTAL** |  | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Domain 4: Professional Responsibility** | **I**  **(1)** | **D**  **(2)** | **E**  **(3)** | **H**  **(4)** |
| **4a.** | **Reflecting on practice** |  | | | |
|  | * *Reflects back on each session, assessing strengths and needs in order to improve the therapy program.* |  |  |  |  |
|  | * *Uses a variety of therapeutic strategies and techniques to increase the effectiveness of the therapy program.* |  |  |  |  |
|  | **Avg. of Component** |  | | | |
| **4b.** | **Collaborating with teachers and administrators** |  |  |  |  |
|  | * *Uses varied means of communication to collaborate with school team regarding the needs of individual students.* |  |  |  |  |
|  | * *Seeks out input from other team members.* |  |  |  |  |
|  | **Avg. of Component** |  | | | |
| **4c.** | **Maintaining an effective data-management system** |  | | | |
|  | * *Collects and keeps data to monitor student progress.* |  |  |  |  |
|  | * *Uses data to make changes in the therapy program.* |  |  |  |  |
|  | * *Shares results of data collected with teachers and/or parents* |  |  |  |  |
|  | **Avg. of Component** |  | | | |
| **4d.** | **Participating in a professional community** |  | | | |
|  | * *Participates in school and district events.* |  |  |  |  |
|  | * *Communicates and collaborates with colleagues in an effective manner.* |  |  |  |  |
|  | **Avg. of Component** |  | | | |
| **4e.** | **Engaging in professional development** |  | | | |
|  | * *Engages in professional development topics relevant to school-based therapy.* |  |  |  |  |
|  | * *Shares knowledge gained through professional development opportunities with therapy colleagues.* |  |  |  |  |
|  | **Avg. of Component** |  | | | |
| **4f.** | **Showing professionalism** |  | | | |
|  | * *Maintains the principles of confidentiality.* |  |  |  |  |
|  | * *Demonstrates commitment to effective performance in specialist role and responsibilities.* |  |  |  |  |
|  | * *Advocates for student needs within the school and community.* |  |  |  |  |
|  | **Avg. of Component** |  | | | |
|  | **OVERALL Domain Average TOTAL** |  | | | |