

MODIFIED DANIELSON'S INSTRUCTIONAL FRAMEWORK: THERAPEUTIC SPECIALIST (OT, PT, SLP)

CRITERION 1: KNOWLEDGE AND SCHOLARSHIP IN A SPECIAL FIELD				
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1a: Demonstrating knowledge and skill in the specialist therapy area	Specialist demonstrates little or no knowledge and skill in the therapy area.	Specialist demonstrates limited knowledge and skill in the therapy area.	Specialist demonstrates thorough knowledge and skill in the therapy area.	Specialist demonstrates extensive knowledge and skill in the therapy area.
1c: Demonstrating knowledge of district and state guidelines and federal laws	Specialist demonstrates little or no knowledge of special education laws and guidelines.	Specialist demonstrates limited knowledge of special education laws and guidelines.	Specialist demonstrates thorough knowledge of special education laws and guidelines.	Specialist meets "proficient criterion" and takes a leadership role in reviewing and revising district guidelines.
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 limited 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 in the larger community.	Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
1e: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students with special needs	Specialist's 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 related activities, but some of them don't fit with the broader goals.	Specialist has developed a plan that includes a number of related activities that fit with the broader goals.	Specialist's plan is highly coherent and integrated and serves to support students individually, within the broader educational program.
1f: Developing a plan to evaluate the individuals or groups of students in the therapy program	Specialist has a limited plan to evaluate individuals or groups of students within the therapy program.	Specialist has a minimal plan to evaluate individuals or groups of students within the therapy program.	Specialist's evaluation plan 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 a wide variety of sources of evidence and a clear path toward improving the program on an ongoing basis.

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CRITERION 2: SPECIALIZED SKILLS				
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a: Evaluating student needs	Specialist makes incomplete or untimely, but not out of compliance, evaluation of student needs.	Specialist adequately evaluates student needs.	Specialist thoroughly evaluates student needs in a timely manner.	Specialist evaluates student needs proactively and with a high level of expertise.
3b: Collecting information and writing evaluations	Specialist neglects to collect relevant information on which to base recommendations. Evaluation reports are inaccurate and unclear or not tailored to the audience.	Specialist collects most of the relevant information on which to base recommendations. Evaluation reports are accurate but lacking in clarity or are somewhat tailored to the audience.	Specialist collects all the relevant and critical information on which to base recommendations. Evaluation reports are accurate, clear and tailored to the audience.	Specialist is proactive in collecting relevant information, interviewing teachers and parents if necessary. Evaluation reports are accurate and clearly written and are tailored for the audience and interpreted with a high level of expertise.
3c: Developing IEPs to promote individual students' growth	Specialist fails to develop goals and objectives suitable for students, or IEP goals and objectives are not aligned with the findings of the evaluation recommendations or "Present Levels of Performance."	Specialist's IEP goals and objectives for students are partially aligned with the evaluation recommendations or current "Present Levels of Performance."	Specialist's IEPs goals and objectives for students are specific, objective, quantifiable, and are aligned with the evaluation recommendations or current "Present Levels of Performance."	Specialist's goals and objectives meet the "proficient criterion" and are clear and understandable to all members of the IEP team.
3d: Implementing and using an effective data-management system	Specialist's data-management system is rudimentary or in disarray; it cannot be used effectively to monitor student progress or to adjust therapy when needed.	Specialist implements a data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Specialist implements an effective data-management system to collect relevant data for monitoring student progress and consistently uses it to adjust therapy when needed.	Specialist implements an effective data-management system for monitoring and analyzing student progress, and consistently uses it to adjust therapy when needed. Specialist uses the system to communicate with teachers and parents.

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CRITERION 3: MANAGEMENT OF SPECIAL AND TECHNICAL ENVIRONMENT

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>1b: Establishing a focus for the building level therapy program, appropriate to the developmental age of the students served</p>	<p>Specialist has no clear focus for the building level therapy program, or they are inappropriate to either the situation or the developmental age of the students.</p>	<p>Specialist's focus for the building level therapy program is minimal and is partially suitable to the situation and to the developmental age of the students.</p>	<p>Specialist's focus for the building level therapy program is clear and appropriate to the situation and to the developmental age of the students.</p>	<p>Specialist's focus for the building level therapy program is highly appropriate to the situation and to the developmental age of the students and has been developed following consultations with administrators and teachers.</p>
<p>2b: Organizing time effectively</p>	<p>Specialist fails to set priorities, resulting in confusion, missed deadlines, and conflicting schedules.</p>	<p>Specialist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.</p>	<p>Specialist sets priorities, resulting in clear schedules and important work being accomplished in an efficient manner. Teachers and students have been informed of their schedules.</p>	<p>Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner. Teachers and students have been informed of their schedules.</p>
<p>2c: Establishing standards of conduct in the therapy environment</p>	<p>No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment.</p>	<p>Standards of conduct appear to have been established for the testing and therapy environment. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.</p>	<p>Standards of conduct have been established for the testing and therapy environment. Specialist monitors student behavior against those standards; response to students is appropriate and respectful. Correction of negative student behavior during evaluation and therapy is successful a majority of the time.</p>	<p>Standards of conduct have been established for the testing and therapy environment. Specialist's monitoring of students is preventative, and students engage in developmentally appropriate self-monitoring of behavior.</p>
<p>2d: Organizing physical space for testing of students and providing therapy</p>	<p>The testing and therapy environment is disorganized and poorly suited to working with students. Materials are usually available.</p>	<p>The testing and therapy environment is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed.</p>	<p>The testing and therapy environment is well organized and includes purposeful supports that elicit positive behaviors and interactions; materials are available when needed.</p>	<p>The testing and therapy environment is highly organized and is inviting to students. Purposeful supports are fully integrated and smoothly elicit positive behaviors and interactions. Materials are convenient when needed.</p>

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CRITERION 4: SUPPORT PERSON AS A PROFESSIONAL				
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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 therapy program 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, has a plan to implement, and finds creative ways to meet student needs.
4d: Participating in a professional 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 the following, in order of priority: 1) school events; 2) projects and committees; or 3) district events when specifically asked to do so.	Specialist maintains a positive and productive relationship with colleagues. Specialist participates in the following, in order of priority: 1) school events; 2) projects and committees; or 3) district events	Specialist meets "proficient criterion" and assumes a leadership role 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 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 colleagues, students, and the public and violates principles of confidentiality.	Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate principles of confidentiality.	Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	Specialist can be counted on to hold exemplary standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues in demonstrating ethical practices.

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CRITERION 5: INVOLVEMENT IN ASSISTING PUPILS, PARENTS, AND EDUCATIONAL PERSONNEL

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a: Establishing rapport with students	Specialist's interactions with students are negative or inappropriate; students appear uncomfortable during testing and therapy.	Specialist's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful during testing and therapy.	Specialist's interactions with students are positive and respectful; students appear comfortable during testing and therapy.	Specialist's interactions with students are positive and respectful, reflecting a high degree of comfort and trust in the relationship during testing and therapy.
3e: Implementation of therapy	Specialist adheres rigidly to the lesson plan or therapy activities, even when a change is clearly needed.	Specialist attempts to adjust a lesson plan or therapy activities when needed, with only partially successful results.	Specialist makes a minor adjustment to a lesson plan or therapy activities and the adjustment occurs smoothly.	Specialist successfully makes a major adjustment to a lesson plan or therapy activities when needed.
4b: Communicating with families	Specialist fails to communicate with families or communicates in an insensitive manner.	Specialist's communication with families is partially successful; but there are occasional insensitivities to cultural and linguistic traditions.	Specialist communicates with families doing so in a manner sensitive to cultural and linguistic traditions.	Specialist communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust.
4c: 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 proactively seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.