Domain 1: Planning and Preparation *(Domain weight 20%)*

Therapist Evaluation Instrument

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
1a: Demonstrating knowledge of current trends in the therapy area ;holds relevant certificate or license	Therapist demonstrates little or knowledge and skill in the specialty area; does not hold the necessary certificate or license	Therapist demonstrates basic knowledge in the therapy area; holds the necessary certificate or license	Therapist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license.	Therapist demonstrates extensive knowledge and skill I the therapy area; holds an advanced certificate or license
Evaluator Rating *(Component Weight 4%)*	*Performance Rating*			
	❑	❑	❑	❑
	Unsatisfactory (0 points)	**Needs Improvement/ Developing (1 point)**	**Effective (2 points)**	**Highly Effective (3 points)**
1b: Establishing goals for the therapy program appropriate to the setting and the student(s) served	Therapist has no goals for the therapy program or they are inappropriate to either the situation in the school or the age of the student(s)	Therapist's goals for the therapy are rudimentary and are partially suitable to the situation in the school and he age of the student(s)	Therapist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the student(s)	Therapist's goals for the therapy program are highly appropriate to the.
Evaluator Rating *(Component Weight 4%)*	*Performance Rating*			
	❑	❑	❑	❑
	Unsatisfactory (0 points)	**Needs Improvement/ Developing (1 point)**	**Effective (2 points)**	**Highly Effective (3 points)**
1c: Demonstrating knowledge of district, state and federal regulations and guidelines	Therapist demonstrates little or no knowledge of special education laws and procedures	Therapist demonstrates basic knowledge of special education laws and procedures	Therapist demonstrates thorough knowledge of special education laws and procedures	Therapist's knowledge of special education laws and procedure is extensive; Therapist takes a leadership role in reviewing and revising district policies
Evaluator Rating *(Component Weight 2%)*	*Performance Rating*			
	❑	❑	❑	❑
	Unsatisfactory (0 points)	**Needs Improvement/ Developing (1 point)**	**Effective (2 points)**	**Highly Effective (3 points)**
1d: Demonstrating knowledge of resources, both within and beyond the school and district	Therapist demonstrates little or no knowledge of resources available in the school or district	Therapist demonstrates basic knowledge of resources available in the school and district	Therapist demonstrates thorough knowledge of resources available in the school and district and familiarity with resources external to the district	Therapist demonstrates extensive knowledge of resources for students available through the school or district and in the community
Evaluator Rating *(Component Weight 2%)*	*Performance Rating*			
	❑	❑	❑	❑
	Unsatisfactory (0 points)	**Needs Improvement/ Developing (1 point)**	**Effective (2 points)**	**Highly Effective (3 points)**

Therapist Evaluation Instrument				
Component	**Unsatisfactory**	**Needs Improvement/ Developing**	**Effective**	**Highly Effective**
1e: Planning the instructional support program, integrated with the overall school program	Instructional support program consists of a random collection of unrelated activities, lacking coherence or an overall structure	TSA's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals	TSA's plan is well designed to support teachers in the improvement of their instructional skills	TSA's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and the plan has been developed following consultation with administrators and teachers
Evaluator Rating *(Component Weight 4%)*	*Performance Rating*			
	❑	❑	❑	❑
	Unsatisfactory (0 points)	**Needs Improvement/ Developing (1 point)**	**Effective (2 points)**	**Highly Effective (3 points)**
1f: Developing a plan to evaluate the therapy program.	Therapist has no plan to evaluate the program, or resists suggestions that such an evaluation is important	Therapist has a rudimentary plan to evaluate the therapy program	Therapist'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	Therapist's evaluation plan is highly sophisticated, with imaginative sources of evidence, and a clear path towards improving the program on an ongoing basis
Evaluator Rating *(Component Weight 4%)*	*Performance Rating*			
	❑	❑	❑	❑
	Unsatisfactory (0 points)	**Needs Improvement/ Developing (1 point)**	**Effective (2 points)**	**Highly Effective (3 points)**

Domain 2: The Learning Environment *(Domain weight 20%)*

Component	**Unsatisfactory**	**Needs Improvement/ Developing**	**Effective**	**Highly Effective**
2a: Establishing rapport with students	Therapist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing 'therapy environment	Therapist's interactions are a mix of positive and negative; the therapist's efforts at developing rapport are partially successful	Therapist's interactions with students are positive and respectful; students appear comfortable in the testing/ therapy environments	Students seek out the Therapist reflecting a high degree of comfort and trust in the relationship
Evaluator Rating *(Component Weight 5%)*	*Performance Rating*			
	❑	❑	❑	❑
	Unsatisfactory	**Needs Improvement/**	**Effective**	**Highly Effective**

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
	(0 points)	Developing (1 point)	(2 points)	(3 points)
2b: Organizing time effectively	Therapist exercises poor judgment in setting priorities, resulting in confusion and missed deadlines and conflicting schedules	Therapist's time management skills are moderately well developed; essential activities are carried out but not always in the most efficient manner	Therapist exercises good judgment in setting priorities resulting in clear schedules and important work being accomplished in an efficient manner	Therapist demonstrates excellent time management skills accomplishing all tasks in a seamless manner; teachers and students understand their schedules completely
Evaluator Rating *(Component Weight 5%)*	*Performance Rating*			
	❏	❏	❏	❏
	Unsatisfactory (0 points)	**Needs Improvement/ Developing (1 point)**	**Effective (2 points)**	**Highly Effective (3 points)**
2c: Establishing and maintaining clear procedures for referrals	No procedures for referrals have been established; when a teacher wants to refer a student for special services, they are not sure how to go about it	Therapist has established procedures for referrals but the details are not always clear	Procedures for referrals and for meetings and consultations with parents, administrators and teachers are clear to everyone	Procedures for all aspects of referral and testing protocol are clear to everyone and have been developed in consultation with teachers and administrators
Evaluator Rating *(Component Weight 2.5%)*	*Performance Rating*			
	❏	❏	❏	❏
	Unsatisfactory (0 points)	**Needs Improvement/ Developing (1 point)**	**Effective (2 points)**	**Highly Effective (3 points)**
2d: Establishing standards of conduct in the therapy environment	No standards of conduct have been established and therapist disregards or fails to address negative student behavior during evaluation or therapy.	Standards of conduct appear to have been established in the testing and therapy environment. The therapist attempts to monitor and correct negative behavior and such attempts are partially successful	Standards of conduct have been established for the testing and therapy environment; therapist monitors student behavior; responses are appropriate and respectful	Standards of conduct have been established in the testing and therapy environment; therapist's monitoring of students is subtle and preventive and students are engaged in self-monitoring of behavior
Evaluator Rating *(Component Weight 5%)*	*Performance Rating*			
	❏	❏	❏	❏
	Unsatisfactory (0 points)	**Needs Improvement/ Developing (1 point)**	**Effective (2 points)**	**Highly Effective (3 points)**
2e: Organizing physical space for testing of students and providing therapy	The testing and therapy environment is disorganized and poorly suited for working with students; materials are usually unavailable	The testing and therapy environment is moderately well organized and moderately well suited for working with students; materials are difficult to find when needed	The testing and therapy environment is well organized; materials are available when needed	The testing and therapy environment is highly organized and inviting to the student; materials are well organized and conveniently located for ease of use
Evaluator Rating *(Component Weight 2.5%)*	*Performance Rating*			
	❏	❏	❏	❏
	Unsatisfactory	**Needs Improvement/**	**Effective**	**Highly Effective**

	(0 points)	Developing (1 point)	(2 points)	(3 points)

Domain 3: Delivery of Service *(Domain weight 40%)*

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
3a: Responding to referrals and evaluating student needs	Therapist fails to respond to referrals or makes hasty and unsupported assessments of student needs	Therapist responds to referrals when pressed and makes adequate assessment of student needs	Therapist responds to referrals and makes thorough assessments of student needs	Therapist is proactive in responding to referrals and makes highly competent and thoughtful assessment of student needs based on all data and information available
Evaluator Rating *(Component Weight 9%)*	*Performance Rating*			
	❑	❑	❑	❑
	Unsatisfactory (0 points)	**Needs Improvement/ Developing (1 point)**	**Effective (2 points)**	**Highly Effective (3 points)**
3b: Developing and implementing therapy plans to maximize students' success	Therapist fails to develop a therapy plan suitable for the student(s) or plans are mismatched with the finding of the assessment data	Therapist's plans for the student(s) are partially suitable for them or sporadically aligned with some identified needs	Therapist's plans for student(s) are suitable and are aligned with identified needs	Therapist develops comprehensive plans for all students finding ways to creatively meet student needs and incorporate many related elements
Evaluator Rating *(Component Weight 11%)*	*Performance Rating*			
	❑	❑	❑	❑
	Unsatisfactory (0 points)	**Needs Improvement/ Developing (1 point)**	**Effective (2 points)**	**Highly Effective (3 points)**
3c: Communicating with families	Therapist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner	Therapist's communication with families is partially successful; permissions are obtained but there are occasional insensitivities to cultural and linguistic traditions/norms	Therapist communicates with families and secures necessary permission for evaluations doing so in a manner sensitive to cultural and linguistic traditions/norms	Therapist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions/norms; therapist reaches out to families of students to enhance rapport and trust
Evaluator Rating *(Component Weight 10%)*	*Performance Rating*			
	❑	❑	❑	❑
	Unsatisfactory (0 points)	**Needs Improvement/ Developing (1 point)**	**Effective (2 points)**	**Highly Effective (3 points)**

Domain 4: Professional Responsibilities *(Domain weight 20%)*

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
3d: Collecting information and writing reports	Therapist neglects to collect important information on which to base therapy plans; reports are inaccurate or not appropriate to the audience	Therapist collects most of the important information on which to base therapy plans; reports are accurate but lacking in clarity and not always appropriate to the audience	Therapist collects all the important information on which to base therapy plans; reports are accurate and appropriate to the audience	Therapist is proactive in collecting important information and data points – interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience
Evaluator Rating *(Component Weight 6%)*	*Performance Rating*			
	❏	❏	❏	❏
	Unsatisfactory (0 points)	**Needs Improvement/ Developing (1 point)**	**Effective (2 points)**	**Highly Effective (3 points)**
3e: Demonstrating flexibility and responsiveness	Therapist adheres to the plan, in spite of evidence of its inadequacy	Therapist makes modest changes in the therapy program when confronted with evidence of the need for change	Therapist makes revisions to the therapy program when they are needed	Therapist is continually seeking ways to improve the therapy program and makes changes as needed in response to student, parent, or teacher input
Evaluator Rating *(Component Weight 4%)*	*Performance Rating*			
	❏	❏	❏	❏
	Unsatisfactory (0 points)	**Needs Improvement/ Developing (1 point)**	**Effective (2 points)**	**Highly Effective (3 points)**
Component	**Unsatisfactory**	**Needs Improvement/ Developing**	**Effective**	**Highly Effective**
4a: Reflecting on practice	Therapist does not reflect on practice, or the reflections are inaccurate or self-serving	Therapist'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	Therapist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Therapist makes some specific suggestions as to how the therapy program might be improved	Therapist's reflection is highly accurate and perceptive, citing specific examples of what was not fully successful for students. Therapist draws on an extensive repertoire to suggest alternative strategies
Evaluator Rating *(Component Weight 3%)*	*Performance Rating*			
	❏	❏	❏	❏
	Unsatisfactory (0 points)	**Needs Improvement/ Developing (1 point)**	**Effective (2 points)**	**Highly Effective (3 points)**

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
4b: Collaborating with teachers and administrators	Therapist is not available to staff for questions and planning and declines to provide background or materials when requested	Therapist is available to staff for questions and planning and provides background and materials when requested	Therapist initiates contact with teachers and administrators to confer regarding individual cases	Therapist seeks out teachers and administrators to confer regarding cases soliciting their perspectives on individual students
Evaluator Rating *(Component Weight 3%)*	*Performance Rating*			
	❑	❑	❑	❑
	Unsatisfactory (0 points)	**Needs Improvement/ Developing (1 point)**	**Effective (2 points)**	**Highly Effective (3 points)**
4c: Maintaining effective data management systems	Therapist's data management system is non-existent or in disarray; it cannot be used to monitor students' progress or to adjust therapy as needed	Therapist has developed a rudimentary data management system for monitoring student progress and occasionally uses it to adjust therapy when needed	Therapist has developed an effective data management system for monitoring student progress and uses it to adjust therapy when needed	Therapist has a highly effective data management system for monitoring student progress and uses it to adjust therapy as needed. Therapist uses the system to communicate with teachers and parents
Evaluator Rating *(Component Weight 4%)*	*Performance Rating*			
	❑	❑	❑	❑
	Unsatisfactory (0 points)	**Needs Improvement/ Developing (1 point)**	**Effective (2 points)**	**Highly Effective (3 points)**
4d: Participating in a professional community	Therapist 's relationships with colleagues are negative or self-serving, and the therapist avoids being involved in school and district events and projects	Therapist 's relationships with colleagues are cordial and the TSA participates in school and district events and projects when specifically requested	Therapist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues	Therapist makes a substantial contribution to school and district events and projects, and assumes a leadership role with colleagues
Evaluator Rating *(Component Weight 3%)*	*Performance Rating*			
	❑	❑	❑	❑
	Unsatisfactory (0 points)	**Needs Improvement/ Developing (1 point)**	**Effective (2 points)**	**Highly Effective (3 points)**
4e: Engaging in professional development	Therapist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills	Therapist participation in professional development activities is limited to those that are convenient or are required	Therapist seeks out opportunities for professional development based on an individual assessment of need and/or recommendations from supervisor	Therapist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences or for other therapists/colleagues
Evaluator Rating *(Component Weight 3%)*	*Performance Rating*			
	❑	❑	❑	❑

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective

4f: Showing professionalism, including integrity and confidentiality	Therapist displays dishonesty in interactions with colleagues, students and the public and violates principles of confidentiality	Therapist is honest in interactions with colleagues, students and the public, plays a limited role as advocate for the student(s); and does not violate principles of confidentiality	Therapist displays high standards of honesty, integrity and confidentiality in interactions with colleagues, students, and the public and advocates for the students	Therapist can be counted on to hold the highest standards of honesty, integrity and confidentiality; is always an advocate for students taking a leadership role with colleagues
Evaluator Rating (Component Weight 4%)	*Performance Rating*			
	❑	❑	❑	❑
	Unsatisfactory (0 points)	**Needs Improvement/ Developing (1 point)**	**Effective (2 points)**	**Highly Effective (3 points)**
	Unsatisfactory (0 points)	**Needs Improvement/ Developing (1 point)**	**Effective (2 points)**	**Highly Effective (3 points)**