

**DOMAIN 1 FOR THERAPEUTIC SPECIALISTS: PLANNING AND PREPARATION**  
**(Allied Health Professionals: SLP, SLPP, OTR, RPT, O&M, ABA and MSW)**

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>1a: Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license</b>	Specialist demonstrates little or no knowledge and skill in the therapy area and does not hold or maintain 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; holds the necessary certificate or license.
<b>1b: Establishing goals for the therapy program appropriate to the setting and the students served (NA for SLPP)</b>	Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students.	Specialist's goals for the therapy program 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 situation in the school and to the age of the students.	Specialist's goals for the therapy program are appropriate to the situation in the school and to the age of the students and have been developed following consultations with the educational team.
<b>1c: Demonstrating knowledge of district, state, and federal regulations and guidelines</b>	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 ECHO policies.

<b>DOMAIN 1 FOR THERAPEUTIC SPECIALISTS: PLANNING AND PREPARATION</b> <i>(continued)</i>				
<b>COMPONENT</b>	<b>L E V E L   O F   P E R F O R M A N C E</b>			
	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>1d: Demonstrating knowledge of resources, both within and beyond the school and district</b>	Specialist doesn't demonstrate interest or take initiative for acquiring knowledge of resources for students available through ECHO.	Specialist demonstrates basic knowledge of resources for students available through ECHO	Specialist demonstrates thorough knowledge of resources for students available through ECHO and some familiarity with resources outside of ECHO.	Specialist demonstrates extensive knowledge of resources for students available through ECHO and in the larger community.
<b>1e: Planning the therapy, integrated with the regular school program, to meet the needs of individual students</b>	Therapy plan consists of a random collection of unrelated activities, lacking coherence or an overall structure and is not related to the IEP goals.	Therapy plan is well organized and related to the IEP goals.	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.	Specialist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.
<b>1f: Developing a plan to evaluate the therapy</b>	Specialist has no plan to evaluate their therapy or resists suggestions that such an evaluation is important.	Specialist has a rudimentary plan to evaluate the therapy.	Specialist's plan to evaluate the therapy 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 therapy on an ongoing basis.

<b>DOMAIN 2 FOR THERAPEUTIC SPECIALISTS: THE ENVIRONMENT</b>				
<b>COMPONENT</b>	<b>L E V E L   O F   P E R F O R M A N C E</b>			
	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>2a: Establishing rapport with students</b>	Specialist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and therapy.	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 testing and therapy.	Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.
<b>2b: Organizing time effectively</b>	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.
<b>2c: Establishing and maintaining clear procedures for referrals (Applies to SLP, OTR, RPT, O&amp;M, ABA, and MSW professionals only)</b>	No procedures for referrals 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 referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.

<b>DOMAIN 2 FOR THERAPEUTIC SPECIALISTS: THE ENVIRONMENT</b> <i>(continued)</i>				
<b>COMPONENT</b>	<b>L E V E L   O F   P E R F O R M A N C E</b>			
	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>2d:</b> <b>Establishing standards of conduct in the therapy environment</b>	No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or therapy.	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 therapy are partially successful.	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.	Standards of conduct have been established for the testing and therapy environment. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
<b>2e:</b> <b>Organizing physical space for testing of students and providing therapy</b> <b>(Testing environment applies to SLP, OTR, RPT, O&amp;M, ABA, and MSW professionals only)</b>	The testing and therapy environment is disorganized and poorly suited to working with students. Appropriate materials and accommodations are usually available.	The testing and therapy environment is moderately well organized and moderately well suited to working with students. Appropriate materials and accommodations are inconsistently accessed.	The testing and therapeutic environment is well organized; appropriate materials and accommodations are available and utilized when needed.	The testing and treatment center is highly organized and is inviting to students. Materials are convenient when needed.

<b>DOMAIN 3 FOR THERAPEUTIC SPECIALISTS: DELIVERY OF SERVICE</b>				
<b>COMPONENT</b>	<b>L E V E L   O F   P E R F O R M A N C E</b>			
	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>3a: Responding to referrals and evaluating student needs (Applies to SLP, OTR, RPT, O&amp;M, ABA, and MSW professionals only)</b>	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.
<b>3b: Developing and implementing treatment plans to maximize students' success (Applies to SLP, OTR, RPT, O&amp;M, ABA, and MSW professionals only)</b>	Specialist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of 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.
<b>3c: Communicating with families</b>	Specialist does not effectively communicate professionally with families regarding their students 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 in a professionally appropriate manner and in a manner sensitive to cultural and linguistic traditions.	Specialist communicates professionally with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust.

<b>DOMAIN 3 FOR THERAPEUTIC SPECIALISTS: DELIVERY OF SERVICE</b> <i>(continued)</i>				
<b>COMPONENT</b>	<b>L E V E L   O F   P E R F O R M A N C E</b>			
	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>3d: Collecting information; writing reports (Applies to SLP, OTR, RPT, O&amp;M, ABA and MSW professionals only)</b>	Specialist neglects to collect important information on which to base therapy plans; reports are inaccurate or not appropriate to the audience.	Specialist 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.	Specialist collects all the important information on which to base therapy plans; reports are accurate and appropriate to the audience.	Specialist is proactive in collecting important information and interviewing teachers and parents if necessary. Reports are accurate, clearly written and tailored for the audience.
<b>3e: Demonstrating flexibility and responsiveness</b>	Specialist adheres to the plan or program, 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 treatment program and makes changes as needed in response to student, parent, or teacher input.

<b>DOMAIN 4 FOR THERAPEUTIC SPECIALISTS: PROFESSIONAL RESPONSIBILITIES</b>				
<b>COMPONENT</b>	<b>L E V E L   O F   P E R F O R M A N C E</b>			
	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>4a: Reflecting on practice</b>	Specialist does not reflect on practice, or the reflections are inaccurate.	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 their therapy 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.
<b>4b: Collaborating with teachers and administrators</b>	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 seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.
<b>4c: Maintaining an effective data-management system</b>	Specialist's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust therapy when needed.	Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust therapy when needed.	Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust therapy when needed.	Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust therapy when needed. Specialist uses the system to communicate with teachers and parents.

<b>DOMAIN 4 FOR THERAPEUTIC SPECIALISTS: PROFESSIONAL RESPONSIBILITIES</b> <i>(continued)</i>				
<b>COMPONENT</b>	<b>L E V E L   O F   P E R F O R M A N C E</b>			
	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>4d: Participating in a professional community</b>	Specialist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and ECHO events and projects.	Specialist's relationships with colleagues are cordial, and specialist participates in school and ECHO events and projects when specifically asked to do so.	Specialist participates actively in school and ECHO events and projects and maintains positive and productive relationships with colleagues.	Specialist makes a substantial contribution to school and ECHO events and projects and assumes a leadership role with colleagues.
<b>4e: Engaging in professional development</b>	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 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 professional sharing and conducting professional development for colleagues.
<b>4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality</b>	Specialist displays dishonesty in interactions with colleagues, students and the public regarding school matters and violates principles of confidentiality.	Specialist is honest in interactions with colleagues, students, and the public regarding school matters, plays a moderate advocacy role for students and does not violate norms of confidentiality.	Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public regarding school matters 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 colleagues.

