

Domain 1 for Assistive Technology Specialist: Planning and Preparation

Component 1a: Demonstrating Knowledge of Content and Pedagogy

Elements: Knowledge of theory and practice of the discipline • Knowledge of prerequisite relationships • Knowledge of content related pedagogy
 • Demonstrating knowledge of current trends in specialty area and professional development.

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| | INEFFECTIVE | PARTIALLY EFFECTIVE | EFFECTIVE | HIGHLY EFFECTIVE |
| Knowledge of theory and practice of the discipline and holds the required certification | Specialist's plans and practices demonstrate little to no knowledge of the theories and practices of the discipline. | Specialist's plans and practices represent some knowledge of the theory and practice of the discipline. | Specialist's plans and practices demonstrate knowledge of the theories and instructional practices of the discipline. | Specialist's plans and practices demonstrate deep knowledge and understanding of the theories of the practice and their intentional and creative application to the planned work. |
| Knowledge of prerequisite relationships | Specialist's plans and practice display little understanding of prerequisite relationships important to student learning of the content. | Specialist's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. | Specialist's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. | Specialist's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. |
| Knowledge of content-related pedagogy | Specialist displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content. | Specialist's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students. | Specialist's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline. | Specialist's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions. |
| Demonstrating knowledge of current trends in specialty area and professional development. | Specialist demonstrates little or no familiarity with specialty area and professional development. | Specialist demonstrates basic familiarity with specialty area and trends in professional development. | Specialist demonstrates thorough knowledge of specialty area and trends in professional development. | Specialist's knowledge of specialty area and trends in professional development is wide and deep; Specialist is regarded as an expert by colleagues. |

Domain 1 for Assistive Technology Specialist: Planning and Preparation *(continued)*

Component 1b: Demonstrating Knowledge of Students

- Elements:** Knowledge of Students' skills, ability and language proficiency • Knowledge of students' interests, community/home conditions and cultural heritage
 • Knowledge of students' special needs

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| | INEFFECTIVE | PARTIALLY EFFECTIVE | EFFECTIVE | HIGHLY EFFECTIVE |
| Knowledge of students' skills, ability and language proficiency | Specialist displays little or no knowledge of students' skills, ability, and language proficiency and does not indicate that such knowledge is valuable. | Specialist recognizes the value of understanding students' skills, ability, and language proficiency but displays this knowledge only for the class as a whole. | Specialist recognizes the value of understanding students' skills, ability, and language proficiency and displays this knowledge for groups of students. | Specialist displays understanding of individual students' skills, ability, and language proficiency and has a strategy for maintaining such information. |
| Knowledge of students' interests, community/home conditions and cultural heritage | Specialist displays little or no knowledge of students' interests, community/home conditions or cultural heritage and does not indicate that such knowledge is valuable. | Specialist recognizes the value of understanding students' interests, community/home conditions and cultural heritage but displays this knowledge only for the class as a whole. | Specialist recognizes the value of understanding students' interests, community/home conditions and cultural heritage and displays this knowledge for groups of students. | Specialist recognizes the value of understanding students' interests, community/home conditions and cultural heritage and displays this knowledge for individual students. |
| Knowledge of students' special needs | Specialist displays little or no understanding of students' special learning or medical needs or why such knowledge is important. | Specialist displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate. | Specialist understands students' special learning and medical needs. | Specialist possesses information about each student's learning and medical needs, collecting such information from a variety of sources. |

Domain 1 for Assistive Technology Specialist: Planning and Preparation *(continued)*

Component 1b: Demonstrating Knowledge of Students

Elements: Knowledge of the learning process • Demonstrating knowledge of child and adolescent development

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| | INEFFECTIVE | PARTIALLY EFFECTIVE | EFFECTIVE | HIGHLY EFFECTIVE |
| Knowledge of the learning process | Specialist sees no value in understanding how students learn and does not seek such information. | Specialist recognizes the value of knowing how students learn, but this knowledge is limited or outdated. | Specialist's knowledge of how students learn is accurate and current. Specialist applies this knowledge to the class as a whole and to groups of students. | Specialist displays extensive and subtle understanding of how students learn and applies this knowledge to individual students. |
| Demonstrating knowledge of child and adolescent development | Specialist displays little or no knowledge of child and adolescent development. | Specialist displays partial knowledge of child and adolescent development. | Specialist displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns. | In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, Specialist displays knowledge of the extent to which individual students follow the general patterns. |
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Domain 1 for Assistive Technology Specialist: Planning and Preparation *(continued)*

Component 1c: Setting Instructional Outcomes

Elements: Establishing goals for the setting • Suitability for diverse learners

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| | INEFFECTIVE | PARTIALLY EFFECTIVE | EFFECTIVE | HIGHLY EFFECTIVE |
| Establishing goals for the student appropriate to the setting | Specialist has no clear goals for the students, or they are inappropriate to the setting. | Specialist's goals for the students are rudimentary and are partially suitable to the setting. | Specialist's goals for the students are clear and appropriate to the setting. They have been developed following collaboration with team.. | Specialist's goals for the students are highly appropriate and easily integrated to the setting. |
| Suitability for diverse learners | Outcomes are not suitable for the class or are not based on any assessment of student needs. | Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning. | Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated. | Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups. |

Domain 1 for Assistive Technology Specialist: Planning and Preparation *(continued)*

Component 1c: Setting Instructional Outcomes

Elements: Value, sequence, and alignment • Clarity • Balance

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| | INEFFECTIVE | PARTIALLY EFFECTIVE | EFFECTIVE | HIGHLY EFFECTIVE |
| Value, sequence, and alignment | Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning. | Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning. | Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning. | All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines. |
| Clarity | Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment. | Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment. | All the instructional outcomes are clear. Most suggest viable methods of assessment. | All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment. |
| Balance | Outcomes reflect only one type of learning and only one discipline or strand. | Outcomes reflect several types of learning, but Specialist has made no attempt at coordination or integration. | Outcomes reflect several different types of learning and opportunities for coordination. | Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration. |

Domain 1 for Assistive Technology Specialist: Planning and Preparation *(continued)*

Component 1d: Demonstrating Knowledge of Resources

Elements: Demonstrating knowledge of district, state and federal regulations •Resources for Students •Resources for classroom

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| | INEFFECTIVE | PARTIALLY EFFECTIVE | EFFECTIVE | HIGHLY EFFECTIVE |
| Demonstrating knowledge of district, state, and federal regulations and guidelines | 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 provides professional learning to help ensure colleagues also understand these. |
| Resources for Students | Specialist is unaware of or does not use resources available to assist students who need them. | Specialist displays limited awareness/use of resources available through the school or district. | Specialist is fully aware of and uses resources available through the school or district. | Specialist uses school and district resources and actively seeks other materials from professional organizations and community. |
| Resources for classroom use | Specialist is unaware of resources for classroom use available through the school or district. | Specialist displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly. | Specialist displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet. | Specialist's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet. |

Domain 1 for Assistive Technology Specialist: Planning and Preparation *(continued)*

Component 1d: Demonstrating Knowledge of Resources

Elements: Resources to extend content knowledge • Resources integrated with the regular school program, to meet the needs of individual students

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| | INEFFECTIVE | PARTIALLY EFFECTIVE | EFFECTIVE | HIGHLY EFFECTIVE |
| Resources to extend content knowledge and pedagogy | Specialist is unaware of resources to enhance content and pedagogical knowledge available through the school or district. | Specialist displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly. | Specialist displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet. | Specialist's knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet. |
| Resources integrated with the regular school program, to meet the needs of individual students | The Specialist's plan consists of a random collection of unrelated resources, lacking coherence or an overall structure. | Specialist's plan has a guiding principle and includes a number of worthwhile resources, but some of them don't fit with the broader goals. | Specialist's plan is coherent and preventive and serves to support students individually, within the broader educational program with minimal disruption to the classroom. | Specialist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program and across school environments. |
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Domain 1 for Assistive Technology Specialist: Planning and Preparation *(continued)*

Component 1e: Designing Coherent Instruction

Elements: Planning the session • Learning activities

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| | INEFFECTIVE | PARTIALLY EFFECTIVE | EFFECTIVE | HIGHLY EFFECTIVE |
| Planning the session, integrated with the regular school program, to meet the needs of individual students | Sessions 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 worthwhile activities, but some of them don't fit with the broader goals. | Specialist has developed a plan that includes the important aspects of work in the setting. | Specialist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program. |
| Learning activities | Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity. | Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students. | All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students. | Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. |
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Domain 1 for Assistive Technology Specialist: Planning and Preparation *(continued)*

Component 1f: Designing Student Assessments

Elements: Demonstrating knowledge and skill in using assessment tools • Congruence with instructional outcomes • Criteria and standards

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| | INEFFECTIVE | PARTIALLY EFFECTIVE | EFFECTIVE | HIGHLY EFFECTIVE |
| Demonstrating knowledge and skill in using assessment tools | Specialist demonstrates little or no knowledge and skill in using instruments to analyze students. | Specialist uses a limited number of instruments to analyze students. | Specialist uses instruments to assess students and determine accurate strengths and weaknesses. | Specialist uses a wide range of instruments to assess students and knows the proper situations in which each should be used. |
| Congruence with instructional outcomes | Assessment procedures are not congruent with instructional outcomes. | Some of the instructional outcomes are assessed through the proposed approach, but many are not. | All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students. | Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed. |
| Criteria and standards | Proposed approach contains no criteria or standards. | Assessment criteria and standards have been developed, but they are not clear. | Assessment criteria and standards are clear. | Assessment criteria and standards are clear; there is evidence that the students contributed to their development. |

Domain 1 for Assistive Technology Specialist: Planning and Preparation *(continued)*

Component 1f: Designing Student Assessments

Elements: Design of formative assessments • Use of planning • Collecting information; writing reports

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| | INEFFECTIVE | PARTIALLY EFFECTIVE | EFFECTIVE | HIGHLY EFFECTIVE |
| Design of formative assessments | Specialist has no plan to incorporate formative assessment in the lesson or unit. | Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. | Specialist has a well-developed strategy to using formative assessment and has designed particular approaches to be used. | Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. |
| Use for planning | Specialist has no plans to use assessment results in designing future instruction. | Specialist plans to use assessment results to plan for future instruction for the class as a whole. | Specialist plans to use assessment results to plan for future instruction for groups of students. | Specialist plans to use assessment results to plan future instruction for individual students. |
| Collecting information; writing reports | Specialist neglects to collect important information on which to base plans; correspondence is inaccurate or not appropriate to the audience. | Specialist collects most of the important information on which to base plans; correspondence is accurate but lacking in clarity and not always appropriate to the audience. | Specialist collects all the important information on which to base treatment plans; correspondence is accurate and appropriate to the audience. | Specialist is proactive in collecting important information, interviewing team members if necessary. Correspondence is accurate and clearly written and tailored for the audience. |

Domain 2 for Assistive Technology Specialist: The Environment
 Component 2a: Creating an Environment of Respect and Rapport
Element: Interactions with students • Creating an environment of trust and respect • Establishing a culture for productive communication

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| | INEFFECTIVE | PARTIALLY EFFECTIVE | EFFECTIVE | HIGHLY EFFECTIVE |
| Interactions with Students | Specialist's interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for Specialist. | Specialist/student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for Specialist. | Specialist/student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for Specialist. | Specialist demonstrates genuine caring and respect for individual students as well as groups of students. Students appear to trust the Specialist with sensitive information. |
| Creating an environment of trust and respect | Team members are reluctant to request assistance from the Specialist, fearing that such a request will be treated as a sign of deficiency. | Relationships with the Specialist are cordial; teachers don't resist initiatives established by the Specialist. | Relationships with the Specialist are respectful and trusting, with many contacts initiated by team members. | Relationships with the Specialist are highly respectful and trusting, with many contacts initiated by team members. |
| Establishing a culture for productive communication | Specialist makes no attempt to establish a culture for productive communication with students. | Specialist's attempts to promote a culture throughout the school for productive and respectful communication between and among students. | Specialist promotes a culture throughout the school for productive and respectful communication between and among students. | The Specialist has established a culture for productive and respectful communication. |

Domain 2 for Assistive Technology Specialist: The Environment *(continued)*

Component 2b: Establishing a Culture for Learning

Elements: Importance of the content • Expectations of learning and achievement • Student pride in work • Establishing a culture for ongoing instructional improvement

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| | INEFFECTIVE | PARTIALLY EFFECTIVE | EFFECTIVE | HIGHLY EFFECTIVE |
| Importance of the content | Specialist or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others. | Specialist communicates importance of the work but with little conviction and only minimal apparent buy-in by the students. | Specialist conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value. | Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content. |
| Expectations for learning and achievement | Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students. | Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement. | Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students. | Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations. |
| Student pride in work | Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work. | Students minimally accept the responsibility to do good work but invest little of their energy into its quality. | Students accept the Specialist's insistence on work of high quality and demonstrate pride in that work. | Students demonstrate attention to detail and take obvious pride in their work. |
| Establishing a culture for ongoing instructional improvement | Specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement. | Specialist attempts to promote a culture of professional inquiry. | Specialist promotes a culture of professional inquiry in which team members seek assistance in improving their skills. | Specialist has established a culture of professional inquiry in which team members initiate projects to be undertaken with the support of the Specialist. |

Domain 2 for Assistive Technology Specialist: The Environment *(continued)*

Component 2c: Managing Classroom Procedures

Elements: Management of transitions • Management of materials and supplies • Establishing clear procedures for team members to gain access to support

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| | INEFFECTIVE | PARTIALLY EFFECTIVE | EFFECTIVE | HIGHLY EFFECTIVE |
| Management of transitions | Transitions are chaotic, with much time lost between activities or lesson segments. | Only some transitions are efficient, resulting in some loss of instructional time. | Transitions occur smoothly, with little loss of instructional time. | Transitions are seamless, with students assuming responsibility in ensuring their efficient operation. |
| Management of materials and supplies | Materials and supplies are handled inefficiently, resulting in significant loss of instructional time. | Routines for handling materials and supplies function moderately well, but with some loss of instructional time. | Routines for handling materials and supplies occur smoothly, with little loss of instructional time. | Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation. |
| Establishing clear procedures for team members to gain access to support | When team members want to access assistance from the Specialist, they are not sure how to go about it. | When team members want to access assistance from the Specialist, some procedures are clear to team members, whereas others are not. | When team members want to access assistance from the Specialist, Specialist has established clear procedures for team members to use in gaining access to support. | When team members want to access assistance from the Specialist, procedures for access to support are clear and have been developed following consultation with team members. |

Domain 2 for Assistive Technology Specialist: The Environment *(continued)*

Component 2d: Managing Student Behavior

Elements: Expectations • Monitoring of student behavior • Response to student misbehavior

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| | INEFFECTIVE | PARTIALLY EFFECTIVE | EFFECTIVE | HIGHLY EFFECTIVE |
| Expectations | No standards of conduct appear to have been established, or students are confused as to what the standards are. | Standards of conduct appear to have been established, and most students seem to understand them. | Standards of conduct are somewhat clear to identified students. | Standards of conduct are clear to identified students. |
| Monitoring of student behavior | Student behavior is not monitored, and Specialist is unaware of what the students are doing. | Specialist is generally aware of student behavior but may miss the activities of some students. | Specialist is alert to student behavior at all times. | Monitoring by Specialist is subtle and preventive. Students monitor their own behavior. |
| Response to student behavior | Specialist does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity. | Specialist attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules. | Specialist response to behavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate. | Specialist response to behavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate. |

Domain 2 for Assistive Technology Specialist: The Environment *(continued)*

Component 2e: Organizing Physical Space

Elements: Safety and accessibility • Arrangement of furniture and use of physical resources

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| ELEMENT | INEFFECTIVE | PARTIALLY EFFECTIVE | EFFECTIVE | HIGHLY EFFECTIVE |
| Safety and accessibility | The classroom is unsafe or learning is not accessible to students. | The classroom is safe and at least essential learning is accessible to the students. | The classroom is safe and learning is equally accessible to the students. | The classroom is safe and the students themselves ensure that all learning is equally accessible. |
| Organizing physical space | Physical resources hinder the learning activities or the consultant makes poor use of physical resources. | Consultant uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness. | Consultant uses physical resources skillfully and the furniture arrangement is a resource for learning activities. | Consultant and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning. |

Domain 3 for Assistive Technology Specialist: Delivery of Service

Component 3a: Communicating

Elements: Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language

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| ELEMENT | INEFFECTIVE | PARTIALLY EFFECTIVE | EFFECTIVE | HIGHLY EFFECTIVE |
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| Expectations for learning | Specialist's purpose in a session is unclear to students. | Specialist attempts to explain the instructional purpose, with limited success. | Specialist's purpose for the session is clear, including where it is situated within broader learning. | Specialist makes the purpose of the session clear, including where it is situated within broader learning, linking that purpose to student interests. |
| Directions and procedures | Specialist's directions and procedures are confusing to students. | Specialist's directions and procedures are clarified after initial student confusion. | Specialist's directions and procedures are clear to students. | Specialist's directions and procedures are clear to students and anticipate possible student misunderstanding. |
| Explanations of content | Specialist's explanation of the content is unclear or confusing or uses inappropriate language. | Specialist's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow. | Specialist's explanation of content is appropriate and connects with students' knowledge and experience. | Specialist's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers. |
| Use of oral and written language | Specialist's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused. | Specialist's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds. | Specialist's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests. | Specialist's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Specialist finds opportunities to extend students' vocabularies. |

Domain 3 for Assistive Technology Specialist: Delivery of Service *(continued)*

Component 3b: Using Questioning and Discussion Techniques with Students and Team Members

Elements: Student participation • Quality of questions • Engaging team members and students in learning new skills • Discussion techniques

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| | INEFFECTIVE | PARTIALLY EFFECTIVE | EFFECTIVE | HIGHLY EFFECTIVE |
| Student participation | The student does not participate in the session. | Specialist attempts to engage the student in the session, but with only limited success. | Specialist successfully engages students in the session. | Student is an active participant in the session. |
| Quality of questions | Specialist's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession. | Specialist's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response. | Most of the Specialist's questions are of high quality. Adequate time is provided for students to respond. | Specialist's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions. |
| Engaging team members and students in learning new skills. | Team members and students decline opportunities to engage in professional learning. | Specialist's efforts to engage team members and students in professional learning are partially successful, with some participating. | All team members and students are engaged in acquiring new skills. | Team members and students are highly engaged in acquiring new skills, and Specialist takes initiative in suggesting new areas for growth. |
| Discussion techniques | Interaction between Specialist and students is predominantly recitation style, with the Specialist mediating all questions and answers. | Specialist makes some attempt to engage students in genuine discussion rather than recitation, with uneven results. | Specialist creates a genuine discussion among students, stepping aside when appropriate. | Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. |

Domain 3 for Assistive Technology Specialist: Delivery of Service *(continued)*

Component 3c: Engaging Students and Team Members in Learning

Elements: Structure and pacing • Activities and assignments

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| | INEFFECTIVE | PARTIALLY EFFECTIVE | EFFECTIVE | HIGHLY EFFECTIVE |
| Structure and pacing | The session has no clearly defined structure, or the pace of the session is too slow or rushed, or both. | The session has a recognizable structure, although it is not uniformly maintained throughout the session. Pacing of the session is inconsistent. | The session has a clearly defined structure around which the activities are organized. Pacing of the session is generally appropriate. | The session's structure is highly coherent, allowing for reflection and closure. Pacing of the session is appropriate for identified students. |
| Activities and assignments | Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them. | Activities and assignments are somewhat appropriate to identified students and engage them mentally, but others are not engaged. | Most activities and assignments are appropriate to identified students, and generally are cognitively engaged in exploring content. | Student is cognitively engaged in the activities and assignments in exploration of content. Student initiates or adapts activities and projects to enhance their understanding. |

Domain 3 for Assistive Technology Specialist: Delivery of Service *(continued)*

Component 3d:Using Assessment in Instruction

Elements: Monitoring of student learning • Feedback to students

L E V E L O F P E R F O R M A N C E

| ELEMENT | INEFFECTIVE | PARTIALLY EFFECTIVE | EFFECTIVE | HIGHLY EFFECTIVE |
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| Monitoring of student learning | Specialist does not monitor student learning in the curriculum. | Specialist monitors the progress of the class as a whole but elicits no assessment information. | Specialist monitors the progress of groups of students in the curriculum, making limited use of assessment prompts to elicit information. | Specialist actively and systematically elicits assessment information from individual students regarding their understanding and monitors the progress of individual students. |
| Feedback to students | Specialist's feedback to students is of poor quality and not provided in a timely manner. | Specialist's feedback to students is uneven, and its timeliness is inconsistent. | Specialist's feedback to students is timely and of consistently high quality. | Specialist's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning. |
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Domain 3 for Assistive Technology Specialist: Delivery of Service *(continued)*

Component 3d:Using Assessment in Instruction

Elements: Assisting students and teachers in formulation of academic, personal/social and career plans • Student observation • Assessment Criteria

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| | INEFFECTIVE | PARTIALLY EFFECTIVE | EFFECTIVE | HIGHLY EFFECTIVE |
| Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs | Specialist's program is independent of identified student needs. | Specialist's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful. | Specialist helps students and teachers formulate academic, personal/social, and career plans for student transitions. | Specialist successfully initiates the formulation of academic, personal/social and career plans through team members. |
| Student Observation | Specialist conducts observations of student's behavior and classroom performance but is unable to focus on identified problems. | Specialist conducts observations of student's behavior and classroom performance and may be able to focus on identified problems. | Specialist conducts observations of student's performance with a focus on identified problems. | Specialist conducts observations of student's behavior and classroom performance with a focus on identified problem and provides valuable feedback. |
| Assessment criteria | Students are not aware of the criteria and performance standards by which their work will be evaluated. | Students know some of the criteria and performance standards by which their work will be evaluated. | Students are fully aware of the criteria and performance standards by which their work will be evaluated. | Students are fully aware of the criteria and performance standards by which their work will be evaluated. |

Domain 3 for Assistive Technology Specialist: Delivery of Service (*continued*)

Component 3e: Demonstrating Flexibility and Responsiveness

Elements: Session adjustment • Response to students • Persistence

| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
|-----------------------------|---|---|---|--|
| | INEFFECTIVE | PARTIALLY EFFECTIVE | EFFECTIVE | HIGHLY EFFECTIVE |
| Session adjustment | Specialist adheres rigidly to an instructional plan, even when a change is clearly needed. | Specialist attempts to adjust a lesson when needed, with only partially successful results. | Specialist makes a minor adjustment to a lesson, and the adjustment occurs smoothly. | Specialist successfully makes a major adjustment to a lesson when needed. |
| Response to students | Specialist ignores or brushes aside students' questions or interests. | Specialist attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted. | Specialist successfully accommodates students' questions or interests. | Specialist seizes a major opportunity to enhance learning, building on student interests or a spontaneous event. |
| Persistence | When a student has difficulty learning, the Specialist either gives up or blames the student or the student's home environment. | Specialist accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on. | Specialist persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies. | Specialist persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources. |

Domain 3 for Assistive Technology Specialist: Delivery of Service *(continued)*

Component 3e: Demonstrating Flexibility and Responsiveness

Elements: Suggestions and implementations of appropriate interventions • Demonstrating flexibility and responsiveness

| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
|--|---|--|---|--|
| | INEFFECTIVE | PARTIALLY EFFECTIVE | EFFECTIVE | HIGHLY EFFECTIVE |
| Suggestions and implementation of appropriate Interventions | Specialist displays little understanding of educational issues involved in students' academic and social / emotional functioning. | Specialist displays basic understanding of educational issues involved in students' academic and social / emotional functioning. | Specialist displays solid understanding of educational issues involved in students' academic and social / emotional functioning and makes meaningful recommendations based on current research of best educational practices. | Specialist displays solid understanding of educational issues involved in students' academic and social / emotional functioning. He/she makes meaningful recommendations based on current research of best educational practices and continues to search for updated research. |
| Demonstrating flexibility and responsiveness | Specialist adheres to the plan or program, in spite of evidence of its inadequacy. | Specialist makes modest changes in the plan when confronted with evidence of the need for change. | Specialist makes revisions in the plan when they are needed. | Specialist is continually seeking ways to improve the plan and makes changes as needed in response to team members. |
| | | | | |

Domain 4 for Assistive Technology Specialist: Professional Responsibilities

Component 4a: Reflecting on Teaching

Elements: Reflecting on practice • Accuracy

| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
|-------------------------------|--|---|---|--|
| | INEFFECTIVE | PARTIALLY EFFECTIVE | EFFECTIVE | HIGHLY EFFECTIVE |
| 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 sessions might be improved. | Specialist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for the student. Specialist draws on an extensive repertoire to suggest alternative strategies. |
| Accuracy | Specialist does not know whether a plan was effective or achieved its instructional outcomes, or Specialist profoundly misjudges the success of a session. | Specialist has a generally accurate impression of a sessions effectiveness and the extent to which instructional outcomes were met. | Specialist makes an accurate assessment of a session's effectiveness and the extent to which it achieved its outcomes and can cite general references to support the judgment. | Specialist makes a thoughtful and accurate assessment of a session's effectiveness and the extent to which it achieved its outcomes, citing many specific examples from the session and weighing the relative strengths of each. |
| | | | | |

Domain 4 for Assistive Technology Specialist: Professional Responsibilities *(continued)*

Component 4b: Maintaining Accurate Records

Elements: Student progress in learning • Collecting information; writing reports • Maintaining records and submitting them in a timely fashion

| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
|--|---|---|---|--|
| | INEFFECTIVE | PARTIALLY EFFECTIVE | EFFECTIVE | HIGHLY EFFECTIVE |
| Student progress in learning | Specialist has no system for maintaining information on student progress in learning, or the system is in disarray. | Specialist's system for maintaining information on student progress in learning is rudimentary and only partially effective. | Specialist's system for maintaining information on student progress in learning is generally effective. | Specialist's system for maintaining information on student progress in learning is fully effective. |
| Collecting information; writing reports | Specialist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience. | Specialist collects most of the important information on which to base treatment 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 treatment plans; reports are accurate and appropriate to the audience. | Specialist is proactive in collecting important information, interviewing the team if necessary; reports are accurate and clearly written and are tailored for the audience. |
| Maintaining records and submitting them in a timely fashion | Specialist's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion. | Specialist's reports, records, and documentation are generally accurate but are occasionally late. | Specialist's reports, records, and documentation are accurate and are submitted in a timely manner. | Specialist's approach to record keeping is highly systematic, accurate and efficient and serves as a model for colleagues. |

Domain 4 for Assistive Technology Specialist: Professional Responsibilities *(continued)*

Component 4b: Maintaining Accurate Records

Elements: Maintaining an effective data management system • Reconciliation of Service • Requests Consultation Notes

| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
|--|---|---|---|--|
| | INEFFECTIVE | PARTIALLY EFFECTIVE | EFFECTIVE | HIGHLY EFFECTIVE |
| Maintaining an effective data-management system | Specialist's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed. | Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed. | Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed. | Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and parents. |
| Reconciliation of Service Requests | Specialist 's billing records are in disarray, resulting in errors and confusion. | Specialist's billing records are adequate, but require frequent monitoring to avoid errors. | Specialist's system for maintaining billing records is fully effective and timely with limited errors. | Specialist's system for maintaining billing records is highly effective, timely and with no errors. |
| Consultation Notes | Specialist's notes are in disarray, resulting in errors and confusion. | Specialist's notes are adequate, but they require frequent monitoring to avoid errors. | Specialist's notes for maintaining information is fully effective, includes consistent follow up and is timely and professional. | Specialist's system for maintaining information is professional and includes consistent follow up and ensures follow through . |

Domain 4 for Assistive Technology Specialist: Professional Responsibilities *(continued)*

Component 4c: Communicating

Elements: Sharing data with team members • Information about the sessions • Leading meetings and trainings

| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
|---------------------------------------|--|---|---|---|
| | INEFFECTIVE | PARTIALLY EFFECTIVE | EFFECTIVE | HIGHLY EFFECTIVE |
| Sharing Data with Team Members | Specialist is not successful in communicating results of standardized and functional data. | Specialist is sometimes successful in communicating results of standardized and functional data. | Specialist successfully communicates results of standardized and functional data. | Specialist successfully communicates results of functional data for all disciplines as needed. |
| Information about the session | Specialist provides little or no information about the session to team members | Specialist participates in the school's activities for team communication but offers little additional information. | Specialist provides frequent information to team, as appropriate, about the session. | Specialist provides frequent information to team, as appropriate, about the session. |
| Leading meetings and trainings | Specialist declines to assume leadership of the meetings. | Specialist assumes leadership of the meetings when directed to do so, preparing adequate agenda, data, and summary. | Specialist assumes leadership of the meetings as a standard expectation; prepares detailed agenda, data, and summary. | Specialist assumes leadership of the meetings and takes initiative in assembling materials for meetings. Agenda, data, and summary are prepared in an exemplary manner. |

Domain 4 for Assistive Technology Specialist: Professional Responsibilities (*continued*)

Component 4c: Communicating

Elements: Information about students • Engagement of team members in the program • Coordinating work with other team members

| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
|--|--|---|---|--|
| | INEFFECTIVE | PARTIALLY EFFECTIVE | EFFECTIVE | HIGHLY EFFECTIVE |
| Information about students | Specialist provides minimal information to team members about students, or the communication is inappropriate to the cultures of the team. Specialist does not respond, or responds insensitively, to family concerns about the student. | Specialist adheres to the school's required procedures for communicating with team members. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms. | Specialist communicates with team members about the student's progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns. | Specialist provides information to team frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity. |
| Engagement of team members in the program | Specialist makes no attempt to engage team members in the program, or such efforts are inappropriate. | Specialist makes modest and partially successful attempts to engage team members in the program. | Specialist's efforts to engage team members in the program are frequent and successful. | Team members are fully engaged in the program. Specialist contributes ideas that could be enhanced by participation. |
| Coordinating work with other team members | Specialist makes no effort to collaborate with other team members within the district. | Specialist responds positively to the efforts of other team members within the district to collaborate. | Specialist initiates efforts to collaborate with other team members within the district and beyond. | Specialist takes a leadership role in coordinating services with other team members within and beyond the district. |

Domain 4 for Assistive Technology Specialist: Professional Responsibilities *(continued)*

Component 4d: Participating in a Professional Community

Elements: Relationships with Administration • Interactions with Parents • Collaborating with team members

| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
|---|---|---|---|---|
| | INEFFECTIVE | PARTIALLY EFFECTIVE | EFFECTIVE | HIGHLY EFFECTIVE |
| Relationships with Administration | Specialist's relationships with administration are negative. | Specialist maintains cordial relationships with administration in order to fulfill the duties that the school or district requires. | Specialist responds well to suggestions for improvement and can adjust easily to changes in procedures. | Specialist responds well to suggestions for improvement and can adjust easily to changes in procedures. Specialist takes initiative in assuming delegated responsibilities. |
| Interactions with Parents | Specialist's interaction with at least some parents is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Parent exhibits disrespect for Specialist. | Specialist / parent interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for parents' cultures. Parent exhibits only minimal respect for Specialist. | Specialist / parent interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Parent exhibits respect for Specialist. | Specialist demonstrates genuine caring and respect for individual parents. Parent exhibits respect for Specialist as an individual, beyond his / her traditional role. |
| Collaborating with team members to develop specialized educational programs and services for students with diverse needs | Specialist declines to collaborate with team members to develop specialized educational programs. | Specialist collaborates with team members in developing instructional lessons and units when specifically asked to do so. | Specialist initiates collaboration with team members in developing instructional lessons and units. | Specialist initiates collaboration with team members in developing instructional lessons and units, locating additional resources from outside the school. |

Domain 4 for Assistive Technology Specialist: Professional Responsibilities *(continued)*

Component 4d: Participating in a Professional Community

Elements: Interactions with team members • Availability to other related service Specialists • Responding to referrals • Involvement in a culture of professional inquiry

| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
|---|--|--|---|---|
| | INEFFECTIVE | PARTIALLY EFFECTIVE | EFFECTIVE | HIGHLY EFFECTIVE |
| Interactions with Team Members | Specialist's interaction with some team members is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Team members exhibit disrespect for Specialist. | Specialist interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for team members' cultures. Team members exhibit only minimal respect for Specialist. | Specialist interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Team members exhibit respect for Specialist. | Specialist demonstrates genuine caring and respect for team members. Team members exhibit respect for Specialist as an individual, beyond his / her traditional role. |
| Availability to Other Related Team members | Specialist displays little effort to be available to problem solve for the delivery of special education services. | Specialist displays some effort to be available to problem solve for the delivery of special education services. | Specialist is readily available to problem solve for the delivery of special education services. | Specialist is readily available to problem solve for the delivery of special education services and is flexible regarding the needs of other Team members. |
| Responding to referrals; consulting with teachers and administrators | Specialist fails to consult with colleagues or to tailor interventions to the questions raised in the referral. | Specialist consults on a sporadic basis with colleagues, making partially successful attempts to tailor interventions to the questions raised in the referral. | Specialist consults frequently with colleagues, tailoring interventions to the questions raised in the referral. | Specialist consults frequently with colleagues, contributing own insights and tailoring interventions to the questions raised in the referral. |
| Involvement in a culture of professional inquiry | Specialist avoids participation in a culture of inquiry, resisting opportunities to become involved. | Specialist becomes involved in the school's culture of inquiry when invited to do so. | Specialist actively participates in a culture of professional inquiry. | Specialist takes a leadership role in promoting a culture of professional inquiry. |

Domain 4 for Assistive Technology Specialist: Professional Responsibilities (*continued*)

Component 4e: Growing and Developing Professionally

Elements: Engaging in professional development • Enhancement of content knowledge and educational skills • Service to the profession • Receptivity to feedback

| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
|--|---|---|---|--|
| | INEFFECTIVE | PARTIALLY EFFECTIVE | EFFECTIVE | HIGHLY EFFECTIVE |
| 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. |
| Enhancement of Content Knowledge and Educational Skills | Specialist engages in no professional development activities to enhance knowledge or skills. | Specialist participates in professional development activities to a limited extent when they are convenient. | Specialist seeks out opportunities for professional development to enhance content knowledge and educational skills. | Specialist seeks out opportunities for professional development and makes a systematic attempt to incorporate new techniques in his/her practice. |
| Service to the profession | Specialist makes no effort to share knowledge with others or to assume professional responsibilities. | Specialist finds limited ways to contribute to the profession. | Specialist participates actively in assisting other educators. | Specialist initiates important activities to contribute to the profession. |
| Receptivity to feedback from colleagues | Specialist resists feedback on teaching performance from either supervisors or more experienced colleagues. | Specialist accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. | Specialist welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. | Specialist seeks out feedback on teaching from both supervisors and colleagues. |

Domain 4 for Assistive Technology Specialist: Professional Responsibilities *(continued)*

Component 4f: Showing Professionalism

Elements: Maintaining records and submitting them in a timely fashion • Advocacy • Decision making • Compliance with school and district regulations

| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
|--|---|--|--|--|
| | INEFFECTIVE | PARTIALLY EFFECTIVE | EFFECTIVE | HIGHLY EFFECTIVE |
| Maintaining records and submitting them in a timely fashion | Specialist's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion. | Specialist's reports, records, and documentation are generally accurate but are occasionally late. | Specialist's reports, records, and documentation are accurate and are submitted in a timely manner. | Specialist's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools. |
| Advocacy | Specialist contributes to school practices that result in student being ill served by the school. | Specialist does not knowingly contribute to student being ill served by the school. | Specialist works to ensure that student receives a fair opportunity to succeed. | Specialist makes a concerted effort to challenge negative attitudes or practices to ensure that student, particularly traditionally underserved, is honored in the school. |
| Decision making | Specialist makes decisions and recommendations based on self-serving interests. | Specialist's decisions and recommendations are based on limited though genuinely professional considerations. | Specialist maintains an open mind and participates in team or departmental decision making. | Specialist takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. |
| Compliance with school and district regulations | Specialist does not comply with school and district regulations. | Specialist complies minimally with school and district regulations, doing just enough to get by. | Specialist complies fully with school and district regulations. | Specialist complies fully with school and district regulations, taking a leadership role with colleagues. |
| Collaborating with staff and administrators | Specialist is not available to staff for questions and planning and declines to provide information or assistance when requested. | Specialist is available to staff for questions and planning and provides information or assistance when requested. | Specialist initiates contact with staff and administrators to confer regarding individual cases soliciting their perspectives on individual students | Specialist seeks out staff and administrators to confer regarding cases, soliciting their perspectives on individual students regularly. |

Domain 4 for Assistive Technology Specialist: Professional Responsibilities (*continued*)

Component 4f: Showing Professionalism

Elements: Organizing and providing presentation workshops • Showing professionalism • Integrity and ethical conduct • Responding to referrals and evaluating student needs

| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
|--|--|---|---|---|
| | INEFFECTIVE | PARTIALLY EFFECTIVE | EFFECTIVE | HIGHLY EFFECTIVE |
| Organizing and providing presentation workshops/trainings | Specialist is not providing training. | Specialist assumes leadership of the training when directed to do so, preparing appropriate materials. | Specialist assumes leadership of the evaluation team as a standard expectation; prepares appropriate materials. | Specialist assumes leadership of the evaluation team and takes initiative in assembling materials for meetings. Materials are prepared in an exemplary manner. |
| 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 norms 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 the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues. |
| Integrity and ethical conduct | Specialist displays dishonesty in interactions with colleagues, students, and the public. | Specialist is honest in interactions with colleagues, students, and the public. | Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. | Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. |
| Responding to referrals and evaluating student needs | Specialist fails to respond to referrals or makes hasty assessments of student needs. | Specialist responds to referrals when pressed and makes adequate assessment of student needs. | Specialist responds to referrals and makes thorough assessment of student needs. | Specialist is proactive in responding to referrals and makes highly competent assessment of student needs. |

Domain 4 for Assistive Technology Specialist: Professional Responsibilities *(continued)*

Component 4f: Showing Professionalism

Elements: Organizing time effectively • Written Report • Service to students

| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
|------------------------------------|---|---|--|---|
| | INEFFECTIVE | PARTIALLY EFFECTIVE | EFFECTIVE | HIGHLY EFFECTIVE |
| Organizing time effectively | 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. |
| Written Report | Specialist does not complete written reports that contain all required components and provide useful information to the IEP team. | Specialist sometimes completes written reports that contain all required components and provide useful information to the IEP team. | Specialist always completes written reports that contain all required components and provide useful information to the IEP team. | Specialist always completes written reports that contain all required components and provide useful information to the IEP team with attention to detail. |
| Service to students | Specialist is not alert to the students' needs. | Specialist's attempts to serve the student are inconsistent. | Specialist is active in serving the student. | Specialist is highly proactive in serving the student, seeking out resources when needed. |