Domain 1 for Speech Language Specialists, Occupational Therapists & Physical Therapists: Planning and Preparation

Component 1a: Demonstrating Knowledge of Content and Pedagogy

Elements: Demonstrating knowledge of theory and practice of the discipline •Knowledge of prerequisite relationships • Knowledge of content related pedagogy

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Demonstrating knowledge of theory and practice of the discipline and holds the required certification	Therapist's plans and practices demonstrate little to no knowledge of the theories and practices of the discipline.	Therapist's plans and practices represent some knowledge of the theory and practice of the discipline.	Therapist's plans and practices demonstrate knowledge of the theories and instructional practices of the discipline.	Therapist'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	Therapist's plans and practice display little understanding of prerequisite relationships important to student learning of the content.	Therapist's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.	Therapist's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.	Therapist'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	Therapist displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Therapist'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.	Therapist's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Therapist's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.

Domain 1 for Speech Language Specialists, Occupational Therapists & Physical Therapists: Planning and Preparation *(continued)*

Component 1b: Demonstrating Knowledge of Students

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

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

	Domain 1 for Speech Language Specialists, Occupational Therapists & Physical Therapists: Planning and Preparation *(continued)*			
	Component 1b: Demonstrating Knowledge of Students			
	Elements: Knowledge of learning process •Demonstrating knowledge of child and adolescent development			
	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**
Knowledge of the learning process	Therapist sees no value in understanding how students learn and does not seek such information.	Therapist recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Therapist's knowledge of how students learn is accurate and current. Therapist applies this knowledge to the students.	Therapist displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.
Demonstrating knowledge of child and adolescent development	Therapist displays little or no knowledge of child and adolescent development.	Therapist displays partial knowledge of child and adolescent development.	Therapist 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, Therapist displays knowledge of the extent to which individual students follow the general patterns.

Domain 1 for Speech Language Specialists, Occupational Therapists & Physical Therapists: Planning and Preparation *(continued)*

Component 1c: Setting Instructional Outcomes

Elements: Development of individual student educational goals • Establishing goals for the program

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	**PARTIALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
Development of Individual Student Educational Goals	Goals are neither suitable nor do they permit viable methods of assessment.	Goals are only moderately suitable. Some goals do not permit viable methods of assessment.	Most goals are suitable, and most permit viable assessment.	All goals are suitable, and most permit viable assessment.
Establishing goals for the program appropriate to the setting and the students served	Therapist has no clear goals for the program, or they are inappropriate to either the situation or the age of the students.	Therapist's goals for the program are rudimentary and are partially suitable to the situation and the age of the students.	Therapist's goals for the program are clear and appropriate to the situation in the school and to the age of the students.	Therapist's goals for the program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.

Domain 1 for Speech Language Specialists, Occupational Therapists & Physical Therapists: Planning and Preparation *(continued)*

Component 1c: Setting Instructional Outcomes

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

ELEMENT	LEVEL OF PERFORMANCE			
	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, written in the form of student learning. 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 Therapist 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 Speech Language Specialists, Occupational Therapists & Physical Therapists: 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 • Resources to extend content knowledge

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	**PARTIALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
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 procedures is extensive; Therapist provides professional learning to help ensure colleagues also understand these.
Resources for Students	Therapist is unaware of or does not use resources available to assist students who need them.	Therapist displays limited awareness/use of resources available through the school or district.	Therapist is fully aware of and uses resources available through the school or district.	Therapist uses school and district resources and actively seeks other materials from professional organizations and community.
Resources for classroom use	Therapist is unaware of resources for classroom use available through the school or district.	Therapist displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly.	Therapist 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.	Therapist'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.
Resources to extend content knowledge and pedagogy	Therapist is unaware of resources to enhance content and pedagogical knowledge available through the school or district.	Therapist displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly.	Therapist 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.	Therapist'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.

Domain 1 for Speech Language Specialists, Occupational Therapists & Physical Therapists: Planning and Preparation *(continued)*

Component 1e: Designing Coherent Instruction

Elements: Selection of appropriate service placement • Developing and implementing treatment plans • Planning the therapy program

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Selection of appropriate service placement for individual students	Therapist does not recommend suitable placements for students.	Therapist sometimes recommends suitable placements for students.	Overall the Therapist recommends suitable placements for students.	Therapist carefully selects suitable placements for students taking all factors into consideration.
Developing and implementing treatment plans to maximize students' success	Therapist fails to develop plans suitable for students, or plans are mismatched with the findings of assessments.	Therapist's plans for students are partially suitable for them or sporadically aligned with identified needs.	Therapist's plans for students are suitable for them and are aligned with identified needs.	Therapist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
Planning the therapy program, integrated with the regular school program, to meet the needs of individual students	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Therapist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Therapist has developed a plan that includes the important aspects of work in the setting.	Therapist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.

Domain 1 for Speech Language Specialists, Occupational Therapists & Physical Therapists: Planning and Preparation *(continued)*

Component 1e: Designing Coherent Instruction

Elements: Instructional materials and resources • Learning activities • Lesson and unit structure

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
Instructional materials and resources	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.
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.
Lesson and unit structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.

Domain 1 for Speech Language Specialists, Occupational Therapists & Physical Therapists: 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 • Design of formative assessments

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Demonstrating knowledge and skill in using instruments to access students	Therapist demonstrates little or no knowledge and skill in using instruments to assess students.	Therapist uses a limited number of instruments to assess students.	Therapist uses instruments to assess students and determine accurate strengths and weaknesses.	Therapist uses a wide range of instruments to access 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.
Design of formative assessments	Therapist 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.	Therapist 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.

Domain 2 for Speech Language Specialists, Occupational Therapists & Physical Therapists: The Environment

Component 2a: Creating an Environment of Respect and Rapport

Element: Interactions with students ●

	LEVEL OF PERFORMANCE			
ELEMENT	**INEFFECTIVE**	**PARTIALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
Interactions with Students	Therapist'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 Therapist.	Therapist/student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for Therapist.	Therapist/student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for Therapist.	Therapist demonstrates genuine caring and respect for individual students as well as groups of students. Students appear to trust the therapist with sensitive information.

	Domain 2 for Speech Language Specialists, Occupational Therapists & Physical Therapists: The Environment *(continued)*

Component 2b: Establishing a Culture for Learning
Elements: Importance of the content ● Expectations of learning and achievement ● Student pride in work

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	**PARTIALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
Importance of the content	Therapist or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Therapist communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Therapist 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 Therapist'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, initiating improvements in it by, for example, revising drafts on their own or helping peers.

Domain 2 for Speech Language Specialists, Occupational Therapists & Physical Therapists: The Environment *(continued)*

Component 2c: Managing Classroom Procedures

Elements: Management of transitions ● Management of materials and supplies • Performance of non-instructional duties

ELEMENT	LEVEL OF PERFORMANCE			
	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.
Performance of non-instructional duties	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.

Domain 2 for Speech Language Specialists, Occupational Therapists & Physical Therapists: The Environment *(continued)*

Component 2d: Managing Student Behavior

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

ELEMENT	LEVEL OF PERFORMANCE			
	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 clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of student behavior	Student behavior is not monitored, and Therapist is unaware of what the students are doing.	Therapist is generally aware of student behavior but may miss the activities of some students.	Therapist is alert to student behavior at all times.	Monitoring by Therapist is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Response to student misbehavior	Therapist does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	Therapist attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	Therapist response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Therapist response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

Domain 2 for Speech Language Specialists, Occupational Therapists & Physical Therapists: The Environment *(continued)*

Component 2e: Organizing Physical Space

Elements: Organizes the physical space●

	LEVEL OF PERFORMANCE			
ELEMENT	**INEFFECTIVE**	**PARTIALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
Organizes the physical space	The physical space is disorganized and not arranged to support program activities and learning, compromising physical safety and program goals.	The physical space is safe and reasonably organized to support some program activities and learning, but is not flexible enough to support the various learning experiences that take place as part of the program.	The physical space is safe and organized in a flexible manner to ensure full participation in program and learning activities by most of the students.	The physical space is safe and organized in a flexible manner to ensure all students can participate fully in the activities and easily access all program resources and equipment.

Domain 3 for Speech Language Specialists, Occupational Therapists & Physical Therapists: Delivery of Service

Component 3a: Communicating with students

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

	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**
Expectations for learning	Therapist's purpose in a lesson or unit is unclear to students.	Therapist attempts to explain the instructional purpose, with limited success.	Therapist's purpose for the lesson or unit is clear, including where it is situated within broader learning.	Therapist makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.
Directions and procedures	Therapist's directions and procedures are confusing to students.	Therapist's directions and procedures are clarified after initial student confusion.	Therapist's directions and procedures are clear to students.	Therapist's directions and procedures are clear to students and anticipate possible student misunderstanding.
Explanations of content	Therapist's explanation of the content is unclear or confusing or uses inappropriate language.	Therapist's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Therapist's explanation of content is appropriate and connects with students' knowledge and experience.	Therapist'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	Therapist'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.	Therapist'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.	Therapist's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests.	Therapist's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Therapist finds opportunities to extend students' vocabularies.

Domain 3 for Speech Language Specialists, Occupational Therapists & Physical Therapists: Delivery of Service *(continued)*

Component 3b:Using Questioning and Discussion Techniques
Elements: Student participation ● Quality of questions

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	**PARTIALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
Student participation	A few students dominate the discussion.	Therapist attempts to engage all students in the discussion, but with only limited success.	Therapist successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.
Quality of questions	Therapist's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.	Therapist's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of the Therapist's questions are of high quality. Adequate time is provided for students to respond.	Therapist's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.

Domain 3 for Speech Language Specialists, Occupational Therapists & Physical Therapists: Delivery of Service *(continued)*

Component 3c:Engaging Students in Learning

Elements: Structure and pacing ● Activities and assignments • Grouping of students •Instructional materials and resources

ELEMENT	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
	L E V E L O F P E R F O R M A N C E			
Structure and pacing	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all 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 appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
Grouping of students	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.
Instructional materials and resources	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.

Domain 3 for Speech Language Specialists, Occupational Therapists & Physical Therapists: Delivery of Service *(continued)*
Component 3d:Using Assessment in Instruction
Elements: Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress

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**
Monitoring of student learning	Therapist does not monitor student learning in the curriculum.	Therapist monitors the progress of the class as a whole but elicits no assessment information.	Therapist monitors the progress of groups of students in the curriculum, making limited use of assessment prompts to elicit information.	Therapist actively and systematically elicits assessment information from individual students regarding their understanding and monitors the progress of individual students.
Feedback to students	Therapist's feedback to students is of poor quality and not provided in a timely manner.	Therapist's feedback to students is uneven, and its timeliness is inconsistent.	Therapist's feedback to students is timely and of consistently high quality.	Therapist's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
Student self-assessment and monitoring of progress	Students do not engage in self-assessment or monitoring of progress.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.

Domain 3 for Speech Language Specialists, Occupational Therapists & Physical Therapists: 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 • Formal/informal testing • Monitoring of effectiveness of interventions

ELEMENT	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
	L E V E L O F P E R F O R M A N C E			
Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs	Therapist's program is independent of identified student needs.	Therapist's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	Therapist helps students and teachers formulate academic, personal/social, and career plans for student transitions.	Therapist successfully initiates the formulation of academic, personal/social and career plans through stakeholders.
Student Observation	Therapist conducts observations of student's behavior and classroom performance but is unable to focus on identified problems.	Therapist conducts observations of student's behavior and classroom performance and may be able to focus on identified problems.	Therapist conducts observations of student's performance with a focus on identified problems.	Therapist conducts observations of student's behavior and classroom performance with a focus on identified problem and provides valuable feedback.
Formal/Informal Testing	Assessment can be inaccurate, and results minimally affect planning for student.	Assessment may be accurate, and results affect planning for student.	Assessment is accurate, and results affect planning for student.	Assessment is always accurate and thorough with ample data to positively affect planning for student.
Monitoring of Effectiveness of Interventions	Therapist seldom monitors effectiveness of interventions suggested to staff members.	Therapist sometimes monitors effectiveness of interventions suggested to staff members.	Therapist frequently monitors effectiveness of interventions suggested to staff members.	Therapist frequently monitors effectiveness of interventions suggested to staff members utilizing best practice collaboration techniques.

Domain 3 for Speech Language Specialists, Occupational Therapists & Physical Therapists: Delivery of Service *(continued)*

Component 3e:Demonstrating Flexibility and Responsiveness

Elements: Lesson adjustment • Response to students • Persistence • Suggestions and implementations of appropriate interventions

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Lesson adjustment	Therapist adheres rigidly to an instructional plan, even when a change is clearly needed.	Therapist attempts to adjust a lesson when needed, with only partially successful results.	Therapist makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Therapist successfully makes a major adjustment to a lesson when needed.
Response to students	Therapist ignores or brushes aside students' questions or interests.	Therapist attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	Therapist successfully accommodates students' questions or interests.	Therapist seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.
Persistence	When a student has difficulty learning, the Therapist either gives up or blames the student or the student's home environment.	Therapist accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.	Therapist persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Therapist persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.
Suggestions and Implementation of appropriate Interventions	Therapist displays little understanding of educational issues involved in students' academic and social / emotional functioning.	Therapist displays basic understanding of educational issues involved in students' academic and social / emotional functioning.	Therapist 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.	Therapist 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.

	Domain 4 for Speech Language Specialists, Occupational Therapists & Physical Therapists: Professional Responsibilities

Component 4a: Reflecting on Teaching

Elements: Reflecting on practice • Use of future teaching

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	**PARTIALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
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 that were not fully successful for at least some students. Therapist draws on an extensive repertoire to suggest alternative strategies.
Use in future teaching	Therapist has no suggestions for how a lesson could be improved another time the lesson is taught.	Therapist makes general suggestions about how a lesson could be improved another time the lesson is taught.	Therapist makes a few specific suggestions of what could be tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, Therapist offers specific alternative actions, complete with the probable success of different courses of action.

	Domain 4 for Speech Language Specialists, Occupational Therapists & Physical Therapists: Professional Responsibilities *(continued)*

Component 4b: Maintaining Accurate Records

Elements: Student progress in learning • Non-instructional records • Collecting information; writing reports

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	**PARTIALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
Student progress in learning	Therapist has no system for maintaining information on student progress in learning, or the system is in disarray.	Therapist's system for maintaining information on student progress in learning is rudimentary and only partially effective.	Therapist's system for maintaining information on student progress in learning is fully effective.	Therapist's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records.
Non-instructional records	Therapist's records for non-instructional activities are in disarray, resulting in errors and confusion.	Therapist's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.	Therapist's system for maintaining information on non-instructional activities is fully effective.	Therapist's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.
Collecting information; writing reports	Therapist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.	Therapist 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.	Therapist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	Therapist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.

Domain 4 for Speech Language Specialists, Occupational Therapists & Physical Therapists: Professional Responsibilities *(continued)*

Component 4b: Maintaining Accurate Records

Elements: Maintaining an effective data management system • Management of Student Records

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	**PARTIALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
Maintaining an effective data-management system	Therapist's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	Therapist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Therapist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	Therapist has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Therapist uses the system to communicate with teachers and parents.
Management of Student Records	Records of students in case management load are not current and are not in compliance with state and local regulations.	Records of students in case management load are sometimes current and in compliance with state and local regulations.	Records of students in case management load are current and in compliance with state and local regulations.	Records of students in case management load are always current and in compliance with state and local regulations with few errors.

	Domain 4 for Speech Language Specialists, Occupational Therapists & Physical Therapists: Professional Responsibilities *(continued)*			
	Component 4c: Communicating with Families			
	Elements: Communicating with families • Sharing data with parents • Information about the therapy program • Information about individual 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**
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.	Therapist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.	Therapist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Therapist reaches out to families of students to enhance trust.
Sharing Data with Parents and Staff Members	Therapist is not successful in communicating results of standardized and functional data.	Therapist is sometimes successful in communicating results of standardized and functional data.	Therapist successfully communicates results of standardized and functional data.	Therapist successfully communicates results of standardized and functional data for all disciplines as needed.
Information about the therapy program	Therapist provides little or no information about the therapy program to families.	Therapist participates in the school's activities for family communication but offers little additional information.	Therapist provides frequent information to families, as appropriate, about the therapy program.	Therapist provides frequent information to families, as appropriate, about the therapy program. Students participate in preparing materials for their families.
Information about individual students	Therapist provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Therapist does not respond, or responds insensitively, to family concerns about students.	Therapist adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.	Therapist communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.	Therapist provides information to families 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.

Domain 4 for Speech Language Specialists, Occupational Therapists & Physical Therapists: Professional Responsibilities *(continued)*

Component 4d: Participating in a Professional Community
Elements: Relationships with Colleagues • Relationships with Administration • Interactions with Parents •

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	**PARTIALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
Relationships with Colleagues	Therapist's relationships with colleagues are negative.	Therapist maintains cordial relationships with colleagues in order to fulfill the duties that the school or district requires.	Support and cooperation characterize the Therapist's relationships with colleagues.	Support and cooperation characterize the Therapist's relationships with colleagues. Therapist takes initiative in assuming a leadership role among the staff.
Relationships with Administration	Therapist's relationships with administration are negative.	Therapist maintains cordial relationships with administration in order to fulfill the duties that the school or district requires.	Therapist responds well to suggestions for improvement and can adjust easily to changes in procedures.	Therapist responds well to suggestions for improvement and can adjust easily to changes in procedures. Therapist takes initiative in assuming delegated responsibilities.
Interactions with Parents	Therapist'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 Therapist.	Therapist / parent interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for parents' cultures. Parent exhibits only minimal respect for Therapist.	Therapist / parent interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Parent exhibits respect for Therapist.	Therapist demonstrates genuine caring and respect for individual parents. Parent exhibits respect for Therapist as an individual, beyond his / her traditional role.

	Domain 4 for Speech Language Specialists, Occupational Therapists & Physical Therapists: Professional Responsibilities *(continued)*		
	Component 4d: Participating in a Professional Community		
	Elements: Interactions with staff members • Availability to other related service therapists • Responding to referrals; consulting with teachers		

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 Staff Members	Therapist's interaction with at least some staff members is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Staff members exhibit disrespect for Therapist.	Therapist / staff member interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for staff members' cultures. Staff members exhibit only minimal respect for Therapist.	Therapist / staff member interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Staff members exhibit respect for Therapist.	Therapist demonstrates genuine caring and respect for individual staff members. Staff members exhibit respect for Therapist as an individual, beyond his / her traditional role.
Availability to Other Related Service Therapists	Therapist displays little effort to be available to problem solve for the delivery of special education services.	Therapist displays some effort to be available to problem solve for the delivery of special education services.	Therapist is readily available to problem solve for the delivery of special education services.	Therapist is readily available to problem solve for the delivery of special education services and is flexible regarding the needs of other Therapists.
Responding to referrals; consulting with teachers and administrators	Therapist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.	Therapist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	Therapist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral.	Therapist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.

	Domain 4 for Speech Language Specialists, Occupational Therapists & Physical Therapists: Professional Responsibilities *(continued)*

Component 4d: Participating in a Professional Community
Elements: Involvement in a culture of professional inquiry ● Services to the school • Participation in school and district projects ● Collaborating with teachers

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**
Involvement in a culture of professional inquiry	Therapist avoids participation in a culture of inquiry, resisting opportunities to become involved.	Therapist becomes involved in the school's culture of inquiry when invited to do so.	Therapist actively participates in a culture of professional inquiry.	Therapist takes a leadership role in promoting a culture of professional inquiry.
Service to the school	Therapist avoids becoming involved in school events.	Therapist participates in school events when specifically asked.	Therapist volunteers to participate in school events, making a substantial contribution.	Therapist volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life.
Participation in school and district projects	Therapist avoids becoming involved in school and district projects.	Therapist participates in school and district projects when specifically asked.	Therapist volunteers to participate in school and district projects, making a substantial contribution.	Therapist volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.
Collaborating with teachers to develop specialized educational programs and services for students with diverse needs	Therapist declines to collaborate with classroom teachers to develop specialized educational programs.	Therapist collaborates with classroom teachers in developing instructional lessons and units when specifically asked to do so.	Therapist initiates collaboration with classroom teachers in developing instructional lessons and units.	Therapist initiates collaboration with classroom teachers in developing instructional lessons and units, locating additional resources from outside the school.

Domain 4 for Speech Language Specialists, Occupational Therapists & Physical Therapists: 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	LEVEL OF PERFORMANCE			
	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Engaging in professional development	Therapist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Therapist's 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.	Therapist 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	Therapist engages in no professional development activities to enhance knowledge or skills.	Therapist participates in professional development activities to a limited extent when they are convenient.	Therapist seeks out opportunities for professional development to enhance content knowledge and educational skills.	Therapist seeks out opportunities for professional development and makes a systematic attempt to incorporate new techniques in his/her practice.
Service to the profession	Therapist makes no effort to share knowledge with others or to assume professional responsibilities.	Therapist finds limited ways to contribute to the profession.	Therapist participates actively in assisting other educators.	Therapist initiates important activities to contribute to the profession.
Receptivity to feedback from colleagues	Therapist resists feedback on teaching performance from either supervisors or more experienced colleagues.	Therapist accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.	Therapist welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.	Therapist seeks out feedback on teaching from both supervisors and colleagues.

Domain 4 for Speech Language Specialists, Occupational Therapists & Physical Therapists: 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	LEVEL OF PERFORMANCE			
	INEFFECTIVE	**PARTIALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
Maintaining records and submitting them in a timely fashion	Therapist's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Therapist's reports, records, and documentation are generally accurate but are occasionally late.	Therapist's reports, records, and documentation are accurate and are submitted in a timely manner.	Therapist's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
Advocacy	Therapist contributes to school practices that result in some students being ill served by the school.	Therapist does not knowingly contribute to some students being ill served by the school.	Therapist works to ensure that all students receive a fair opportunity to succeed.	Therapist makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.
Decision making	Therapist makes decisions and recommendations based on self-serving interests.	Therapist's decisions and recommendations are based on limited though genuinely professional considerations.	Therapist maintains an open mind and participates in team or departmental decision making.	Therapist 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	Therapist does not comply with school and district regulations.	Therapist complies minimally with school and district regulations, doing just enough to get by.	Therapist complies fully with school and district regulations.	Therapist complies fully with school and district regulations, taking a leadership role with colleagues.

	Domain 4 for Speech Language Specialists, Occupational Therapists & Physical Therapists: Professional Responsibilities *(continued)*		

Component 4f: Showing Professionalism

Elements: Chairing conferences • Showing professionalism • Responding to referrals and evaluating student needs • Written reports

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**
Chairing conferences	Therapist declines to assume leadership of the evaluation team.	Therapist assumes leadership of the evaluation team when directed to do so, preparing adequate IEPs.	Therapist assumes leadership of the evaluation team as a standard expectation; prepares detailed IEPs.	Therapist assumes leadership of the evaluation team and takes initiative in assembling materials for meetings. IEPs are prepared in an exemplary manner.
Showing professionalism, including integrity, advocacy, and maintaining 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 moderate advocacy role for students, and does not violate norms of confidentiality.	Therapist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	Therapist 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.
Responding to referrals and evaluating student needs	Therapist fails to respond to referrals or makes hasty assessments of student needs.	Therapist responds to referrals when pressed and makes adequate assessments 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 assessments of student needs.
Written Report	Therapist does not complete written reports that contain all required components and provide useful information to the IEP team.	Therapist sometimes completes written reports that contain all required components and provide useful information to the IEP team.	Therapist always completes written reports that contain all required components and provide useful information to the IEP team.	Therapist always completes written reports that contain all required components and provide useful information to the IEP team with attention to detail.