

Therapist Assistant Evaluation

PROFESSIONAL PRACTICES OF THERAPEUTIC SPECIALIST FOR DOMAIN 1: PLANNING AND PREPARATION				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1a: Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license.	Therapist assistant demonstrates little or no knowledge and skill in the therapy area; does not hold or maintain the necessary certificate or license.	Therapist assistant demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license.	Therapist assistant demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license.	Therapist assistant demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license.
1b: Establishing goals for the therapy program appropriate to the setting and the students served.	Therapist Assistant has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students.	Therapist Assistant's goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the students.	Therapist Assistant's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.	Therapist Assistant's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers.
1c: Demonstrating knowledge of district, state, and federal regulations and guidelines.	Therapist assistant demonstrates little or no knowledge of special education laws and procedures.	Therapist assistant demonstrates basic knowledge of special education laws and procedures.	Therapist assistant demonstrates thorough knowledge of special education laws and procedures.	Therapist assistant's knowledge of special education laws and procedures is extensive; specialist takes a leadership role in reviewing and revising district policies.
1d: Demonstrating knowledge of resources, both within and beyond the school and district	Therapist assistant demonstrates little or no knowledge of resources for students available through the school or district.	Therapist assistant demonstrates basic knowledge of resources for students available through the school or district.	Therapist assistant demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Therapist assistant demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
1e: Planning the therapy program, integrated with the	Therapy program consists of a random collection of	Therapist assistant's plan has a guiding principle and includes a	Therapist assistant has developed a plan that includes	Therapist assistant's plan is highly coherent and preventative and serves to

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regular school program, to meet the needs of individual students.	unrelated activities, lacking coherence or an overall structure.	number of worthwhile activities, but some of them don't fit with the broader goals.	the important aspects of work in the setting.	support students individually, within the broader educational program.
1f: Developing a plan to evaluate the therapy program.	Therapist assistant has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Therapist assistant has a rudimentary plan to evaluate the therapy program.	Therapist assistant's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Therapist assistant's evaluation plan is highly sophisticated with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
PROFESSIONAL PRACTICES OF THERAPEUTIC SPECIALIST FOR DOMAIN 2: THE ENVIRONMENT				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
2a: Establishing rapport with students	Therapist assistant's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment center.	Therapist assistant's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially established.	Therapist assistant's interactions with students are positive and respectful; students appear comfortable in the testing and treatment center.	Students seek out the therapist, reflecting a high degree of comfort and trust in the relationship.
2b: Organizing time effectively	Therapist assistant exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Therapist assistant's time-management skills are moderately well-developed; essential activities are carried out, but not always in the most efficient manner.	Therapist assistant exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Therapist assistant demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.
2d: Establishing standards of conduct in the treatment center	No standards of conduct have been established, and specialist disregards or fails to address negative student	Standards of conduct appear to have been established for the testing and treatment center. Therapist assistant's	Standards of conduct have been established for the testing and treatment center. Therapist assistant monitors	Standards of conduct have been established for the testing and treatment center. Therapist assistant's monitoring of students is subtle and preventative, and students engage in self-

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	behavior during evaluation or treatment.	attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	student behavior against those standards; response to students is appropriate and respectful.	monitoring of behavior.
2e: Organizing physical space for testing of students and providing therapy	The testing and treatment center is disorganized and poorly suited to working with students. Materials are usually available.	The testing and treatment center is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed.	The testing and treatment center is well organized; materials are available when needed.	The testing and treatment center is highly organized and is inviting to students. Materials are convenient when needed.
PROFESSIONAL PRACTICES OF THERAPEUTIC SPECIALIST FOR DOMAIN 3: DELIVERY OF SERVICE				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
3a: Responding to referrals and evaluating student needs	Therapist assistant fails to respond to referrals or makes hasty assessments of student needs.	Therapist assistant responds to referrals when pressed and makes adequate assessments of student needs.	Therapist assistant responds to referrals and makes through assessments of student needs.	Therapist assistant is proactive in responding to referrals and makes highly competent assessments of student needs.
3b: Developing and implementing goals and benchmarks to maximize students' success	Therapist assistant fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.	Therapist assistant's plans for students are partially suitable for them or sporadically aligned with identified needs.	Therapist assistant's plans for students are suitable for them and are aligned with identified needs.	Therapist assistant develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
3c: Communicating with families	Therapist assistant fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Therapist assistant's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Therapist assistant communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.	Therapist assistant secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Therapist assistant reaches out to families of students to enhance trust.
3d: Collecting information;	Therapist assistant neglects	Therapist assistant collects most	Therapist assistant collects all	Therapist assistant is proactive in collecting

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writing reports	to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.	of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	important information, interviewing teachers and parents, if necessary; reports are accurate and clearly written and are tailored for the audience.
3e: Demonstrating flexibility and responsiveness	Therapist assistant adheres to the plan or program, in spite of evidence of its inadequacy.	Therapist assistant makes modest changes in the treatment program when confronted with evidence of the need for change.	Therapist assistant makes revisions in the treatment program when they are needed.	Therapist assistant is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.
PROFESSIONAL PRACTICES OF THERAPEUTIC SPECIALIST FOR DOMAIN 4: PROFESSIONAL RESPONSIBILITIES				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
4a: Reflecting on practice	Therapist assistant does not reflect on practice, or the reflections are inaccurate or self-serving.	Therapist assistant 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 assistant reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Therapist assistant makes some specific suggestions as to how the therapy program might be improved.	Therapist assistant reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Therapist assistant draws on an extensive repertoire to suggest alternative strategies.
4b: Collaborating with teachers and administrators	Therapist assistant is not available to staff for questions and planning and declines to provide background material when requested.	Therapist assistant is available to staff for questions and planning and provides background material when requested.	Therapist assistant initiates contact with teachers and administrators to confer regarding individual cases.	Therapist assistant seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.
4d: Participating in a professional community	Therapist assistant's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.	Therapist assistant's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do	Therapist assistant participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Therapist assistant makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.

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4e: Engaging in Professional development	Therapist assistant does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Therapist assistant's participation in professional development activities is limited to those that are convenient or are required.	Therapist assistant seeks out opportunities for professional development based on an individual assessment of need.	Therapist assistant actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality	Therapist assistant displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Therapist assistant 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 assistant displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	Therapist assistant 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.