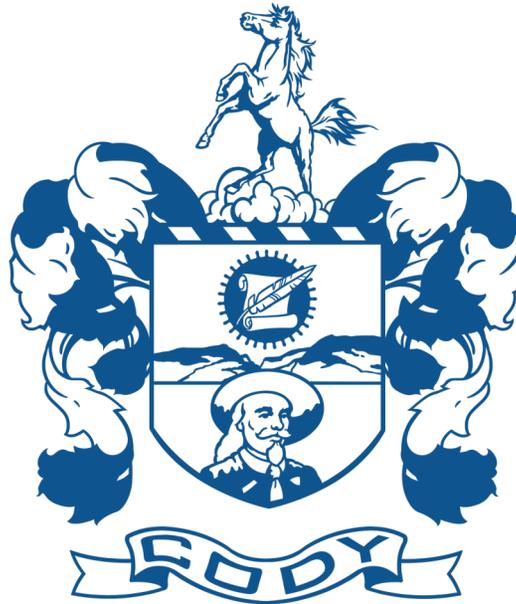


# Park County School District No. 6



## Therapeutic Specialist Evaluation

## Description of the Performance Evaluation Cycle

This is a non-continuing contract position.

Date	Years 1 - 3	Years 4+
November 1		Initial Observations
December 15	First Summative Evaluation Report (including self-assessment/reflection conference + a minimum of 3 observations)	
February 15		Second Round Observations
April 5	Second Summative Evaluation Report (including self-assessment/reflection conference + a minimum of 3 observations)	
April 15	Notification of employment recommendation	Notification of employment recommendation
May 1		Third Round Observations
June 1	Submit Completed Summative Evaluation	Submit Completed Summative Evaluation (including self-assessment/ reflection conference + a minimum of 3 observations)

### Years 1 - 3 Therapeutic Specialists

- Will be evaluated using the formal, Summative Evaluation Report based on the Domains and Components of Professional Practice.
- A minimum of 3 observations per Summative Evaluation Report.
- The deadline for notification of employment recommendation is April 15.

### Years 4+ Therapeutic Specialists

- Will be evaluated using the formal, Summative Evaluation Report based on the Domains and Components of Professional Practice.
  - A minimum of 3 observations per Summative Evaluation Report.
  - A Summative Evaluation Report (including self-assessment/reflection conference) by June 1 annually.
- The deadline for notification of employment recommendation is April 15.

### Description of Performance Evaluation Procedures

Evaluation Type	Procedures
<b>Years 1-3</b>	Therapeutic Specialists new to the district are evaluated using these procedures for three years: <ul style="list-style-type: none"> <li>• A minimum of three (3) observations per Summative Evaluation Report.</li> <li>• A minimum of one (1) Self-Assessment/Reflection Conference.</li> <li>• A minimum of one (1) Summative Evaluation Report to include Post Conference.</li> </ul>
<b>Years 4+</b>	Therapeutic Specialists with four (4) plus years in the district are evaluated using these procedures: <ul style="list-style-type: none"> <li>• A minimum of three (3) observations per Summative Evaluation Report.</li> <li>• One Self-Assessment/Reflection Conference</li> <li>• A minimum of one (1) Summative Evaluation Report to include Post Conference.</li> </ul>

### Evaluator Checklist

	Years 1-3		Years 4+	
<b>Classroom observation dates</b>				
<b>Self-Assessment/Reflection Conference(s)</b>				
<b>Summative Evaluation Report date(s)</b>				
<b>Notification of employment recommendation</b>				
<b>Summative Report submitted</b>				

## SELF-ASSESSMENT RUBRIC

Therapeutic Specialist:

Date:

Evaluator:

Date:

### Domain 1: Planning and Preparation

Component	Unsatisfactory	Developing	Proficient	Distinguished
<b>Ia: Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license</b>	Specialist demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license.	Specialist demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license.
<b>Ib: Establishing goals for the therapy program appropriate to the setting and the students served</b>	Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students.	Specialist's goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the students.	Specialist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.	Specialist's goals for the therapy program are 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.
<b>Ic: Demonstrating knowledge of district, state, and federal regulations &amp; guidelines</b>	Specialist demonstrates little or no knowledge of special education laws and procedures.	Specialist demonstrates basic knowledge of special education laws and procedures.	Specialist demonstrates thorough knowledge of special education laws and procedures.	Specialist's knowledge of special education laws and procedures is extensive; specialist takes a leadership role in reviewing and revising district policies.
<b>Id: Demonstrating knowledge of resources, both within and beyond the school and district</b>	Specialist demonstrates little or no knowledge of resources for students available through the school or district.	Specialist demonstrates basic knowledge of resources for students available through the school or district.	Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
<b>Ie: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students</b>	Therapy program 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.
<b>If: Developing a plan to evaluate the therapy program</b>	Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Specialist has a rudimentary plan to evaluate the therapy program.	Specialist'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.	Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Evidence:

## SELF-ASSESSMENT RUBRIC

Therapeutic Specialist:

Date:

Evaluator:

Date:

### Domain 2: The Environment

Component	Unsatisfactory	Developing	Proficient	Distinguished
<b>2a: Establishing rapport with students</b>	Specialist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment center.	Specialist's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful.	Specialist's interactions with students are positive and respectful; students appear comfortable in the testing and treatment center.	Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.
<b>2b: Organizing time effectively</b>	Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Specialist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.
<b>2c: Establishing and maintaining clear procedures for evaluations, reporting, and IEP planning</b>	No procedures for evaluations have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Specialist has established procedures for evaluations, but the details are not always clear.	Procedures for evaluations and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of evaluations and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.
<b>2d: Establishing standards of conduct in the therapy center</b>	No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or therapy.	Standards of conduct appear to have been established for the testing and therapy center. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	Standards of conduct have been established for the testing and therapy center. Specialist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established for the testing and therapy center. Specialist's monitoring of students is subtle and preventive, and student engage in self-monitoring of behavior.
<b>2e: Organizing physical space for testing of students and providing therapy</b>	The testing and therapy center is disorganized and poorly suited to working with students. Materials are difficult to find when needed.	The testing and therapy center is moderately well organized and moderately well suited to working with students. Materials are usually available.	The testing and therapy center is well organized; materials are available when needed.	The testing and therapy center is highly organized and is inviting to students. Materials are convenient when needed.

Evidence:

## SELF-ASSESSMENT RUBRIC

Therapeutic Specialist: \_\_\_\_\_ Date: \_\_\_\_\_ Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

### Domain 3: Delivery of Service

Component	Unsatisfactory	Developing	Proficient	Distinguished
<b>3a: Responding to referrals and evaluating student needs</b>	Specialist fails to respond to referrals or makes hasty assessments of student needs.	Specialist responds to referrals when pressed and makes adequate assessments of student needs.	Specialist responds to referrals and makes thorough assessments of student needs.	Specialist is proactive in responding to referrals and makes highly competent assessments of student needs.
<b>3b: Developing and implementing Individual Educational Plans (IEP) to maximize students' success</b>	Specialist fails to develop IEPs suitable for students, or plans are mismatched with the findings of assessments.	Specialist's IEPs for students are partially suitable for them or sporadically aligned with identified needs.	Specialist's IEPs for students are suitable for them and are aligned with identified needs.	Specialist develops comprehensive IEPs for students, finding ways to creatively meet student needs and incorporate many related elements.
<b>3c: Communicating with families</b>	Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Specialist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.	Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust.
<b>3d: Collecting information; writing reports</b>	Specialist neglects to collect important information on which to base IEPs; reports are inaccurate or not appropriate to the audience.	Specialist collects most of the important information on which to base IEPs; reports are accurate but lacking in clarity and not always appropriate to the audience.	Specialist collects all the important information on which to base IEPs; reports are accurate and appropriate to the audience.	Specialist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.
<b>3e: Demonstrating flexibility and responsiveness</b>	Specialist adheres to the IEP, in spite of evidence of its inadequacy.	Specialist makes modest changes in the IEP when confronted with evidence of the need for change.	Specialist makes revisions in the IEP when they are needed.	Specialist is continually seeking ways to improve the IEP and makes changes as needed in response to student, parent, or teacher input.

Evidence:

## SELF-ASSESSMENT RUBRIC

**Therapeutic Specialist:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Evaluator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### Domain 4: Professional Responsibilities

Component	Unsatisfactory	Developing	Proficient	Distinguished
<b>4a: Reflecting on practice</b>	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 therapy program might be improved.	Specialist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.
<b>4b: Collaborating with teachers and administrators</b>	Specialist is not available to staff for questions and planning and declines to provide background material when requested.	Specialist is available to staff for questions and planning and provides background material when requested.	Specialist initiates and is available for contact with teachers and administrators to confer regarding individual cases.	Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.
<b>4c: Maintaining an effective data management system</b>	Specialist's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust IEPs or therapy when needed.	Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust IEPs or therapy when needed.	Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust IEPs or therapy when needed.	Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust IEPs or therapy when needed. Specialist uses the system to communicate with teachers and parents.
<b>4d: Participating in a professional community</b>	Specialist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in district and special services projects.	Specialist's relationships with colleagues are cordial, and specialist participates in district and special services projects when specifically asked to do so.	Specialist participates actively in district and special services projects and maintains positive and productive relationships with colleagues.	Specialist makes a substantial contribution to district and special services projects and assumes a leadership role with colleagues.
<b>4e: Engaging in professional development</b>	Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Specialist's participation in professional development activities is limited to those that are 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.
<b>4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality</b>	Specialist displays dishonesty in interaction 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.

Evidence:

### Summative Evaluation Report

School Year	
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Therapeutic Specialist Name		Date		Evaluator		School	
	Evaluation type this year	Years 1-3	<input type="checkbox"/>	Years 4+	<input type="checkbox"/>		

*This Summary Evaluation Report is based on the following evidence:*

Types of Evidence			
<input checked="" type="checkbox"/>	Formal Therapeutic Specialist Observation and Post-Evaluation Conference	<input type="checkbox"/>	Professional Development Opportunities
<input checked="" type="checkbox"/>	Summative Goals	<input type="checkbox"/>	Therapeutic Specialist Leadership Opportunities
<input type="checkbox"/>	Walk Through/Informal Observation	<input type="checkbox"/>	Therapeutic Specialist Self Assessment/Reflective Conference
<input type="checkbox"/>	Specialist Artifacts: i.e. Action Research, Unit Plan, Portfolio, etc.	<input checked="" type="checkbox"/>	Student Performance Data

#### *Rating of Therapeutic Specialist on the Components of Professional Practice*

Components of Professional Practice	<i>Directions for completing this form: Click in the box and type. The box will expand as needed. The other evaluation items will scroll further down the page.</i>			
Domain 1: Planning and Preparation	U	D	P	Comments
1a: Demonstrating Knowledge and Skill in the Specialist Therapy Area; Holding the Relevant Certificate or License	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1b: Establishing Goals for the Therapy Program Appropriate to the Setting and the Students Served	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1c: Demonstrating Knowledge of District, State, and Federal Regulations and Guidelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1d: Demonstrating Knowledge of Resources, both Within and Beyond the School and District	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1e: Planning the Therapy Program, Integrated with the Regular School Program, to Meet the Needs of Individual Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1f: Developing a Plan to Evaluate the Therapy Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Domain 2: The Environment	U	D	P	Comments
2a: Establishing Rapport with Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2b: Organizing Time Effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2c: Establishing and Maintaining Clear Procedures for Evaluations, Reporting and IEP Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2d: Establishing Standards of Conduct in the Therapy Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2e: Organizing Physical Space for Testing of Students and Providing Therapy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Domain 3: Delivery of Service</b>	U	D	P	Comments
3a: Responding to Referrals and Evaluating Student Needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3b: Developing and Implementing Individual Education Plans (IEPs) to Maximize Students' Success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3c: Communicating with Families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3d: Collecting Information; Writing Reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3e: Demonstrating Flexibility and Responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Domain 4: Professional Responsibilities</b>	U	D	P	Comments
4a: Reflecting on Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4b: Collaborating with Teachers and Administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4c: Maintaining an Effective Data Management System	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4d: Participating in a Professional Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4e: Engaging in Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4f: Showing Professionalism, including Integrity, Advocacy, and Maintaining Confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Key to ratings: U = Unsatisfactory, D = Developing, P = Proficient, Comments required for ratings of U or D. Comments also used for indicating distinguished performance.

**Notable areas of performance:**

**Goals for the upcoming year:**

*Student Performance Data:*

- Suggested Valid Assessments: WY-TOPP, NWEA MAP, ACT, District Assessments (if validated), DIBELS*
- Suggested Other Assessments: Resource Assessments, Teacher-made Assessments, District Assessments (not yet validated)*
- Suggested Other Performance Measures: Student Attendance, Graduation Rates, Parent Involvement Rates, Discipline Rates*

Employment Recommendation	Retain in Employment	<input type="checkbox"/>	Release from Employment	<input type="checkbox"/>
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Evaluation type next year	Years 2-3	<input type="checkbox"/>	Years 4+	<input type="checkbox"/>
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Specialist Signature	Date	Evaluator Signature	Date
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*Therapeutic Specialist's Signature denotes receipt of the evaluation and participation in the evaluation conference.*

Due Dates:

- **Years 1 - 3:** The first Post-Observation Conference and Summative Evaluation Report must be completed by December 15 of each year. The second Post-Observation Conference and Summative Evaluation Report must be completed by April 5 of each year. The Summative Evaluation Reports must be submitted to the Personnel Office by June 1 of each year.
- **Years 4+:** One Post-Observation and Summative Evaluation Report for year 4+ Therapeutic Specialists must be completed and on file in the Personnel Office by June 1 of each year.
- **Therapeutic Specialist Comments:** Therapeutic Specialist's comments, which are optional, are due no later than June 5.

Attach the following Documents:

- Therapeutic Specialist Comments, if applicable
- Therapeutic Specialist comments (optional)