***EPPING SCHOOL DISTRICT THERAPEUTIC SPECIALIST***

EXPECTATIONS RUBRIC Name:

Epping School District teachers are expected to meet standards as defined by proficient.

The “exceeds standard” level is reserved for truly exceptional performance. Teachers actively serve on committees, volunteer with students, share expertise with colleagues, serve as mentors to new teachers, and demonstrate teacher leadership. Teachers’ students meet or exceed their annual learning growth.

The “needs improvement” level is indicative of performance that needs to change.

The “does not meet standard” denotes unacceptable performance that will result in job action.

Therapeutic Specialist is responsible for the implementation of the district “Therapeutic Services Plan”.

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| ***Planning and Preparation*** | **Exceeds Standard** | **Meets**  **Standard** | **Proficient Defined** | **Needs Improvement** | **Does Not Meet**  **Standard** | **Reference** |
| **Knowledge and Skill** |  |  | Demonstrates thorough knowledge of therapeutic area and testing/service techniques, and understands child developmental characteristics as well as exceptions to the general patterns |  |  | Job description |
| **Resources** |  |  | Demonstrates knowledge of resources available in the school, other schools, and community to advance program goals |  |  | Job description, District plan |
| **Policy and Laws** |  |  | Demonstrates thorough knowledge of federal, state, and school district special education rules, regulations, policy, and laws |  |  | Job description, District plan, Policy Section I and J |
| **Program Goals** |  |  | Establishes therapeutic program goals that are clear and appropriate to meet the district Therapeutic Services Plan |  |  | Job description, District plan |
| **Program Plan** |  |  | Provides a well-designed program plan aligning with the district plan, integrating with overall school program, and providing therapeutic services to both individuals and groups of students |  |  | Job description, District plan |
| **Program Evaluation** |  |  | Uses clear goals and evidence to evaluate the degree to which goals have been met |  |  | Job description, District plan |
| ***Educational***  ***Environment*** | **Exceeds Standard** | **Meets**  **Standard** | **Proficient Defined** | **Needs Improvement** | **Does Not Meet**  **Standard** | **Reference** |
| **Environment** |  |  | Creates a welcoming environment and makes effective use of physical space to conduct testing and deliver services |  |  | Job description, District plan |
| **Culture** |  |  | Establishes a culture of service conveying the importance of health and wellness |  |  | Job description, District plan |
| **Organization** |  |  | Uses time efficiently by setting priorities and using clear schedules in order to provide effective services to identified students |  |  | Job description, District plan |
| **Procedures** |  |  | Establishes, maintains, and communicates procedures for referrals, meetings, and consultations which are clear to everyone |  |  | Job description, District plan, Policy I |
| **Equipment Materials**  **Supplies** |  |  | Maintains, orders, and inventories equipment, materials, and supplies in order to provide efficient and effective services |  |  | Job description, District plan |
| **Student Behavior** |  |  | Communicates expectations and monitors student behavior for compliance to school and district standards and disciplines students appropriately and respectfully |  |  | Job description, District plan |
| **Support Staff** |  |  | Trains, supervises, and evaluates support staff so that everyone is clear as to their role |  |  | Job description, District plan |
| ***Delivery of Services*** | **Exceeds Standard** | **Meets**  **Standard** | **Proficient Defined** | **Needs Improvement** | **Does Not Meet**  **Standard** | **Reference** |
| **Assessing Student Needs** |  |  | Responds to referrals, assesses student needs, and administers screenings in order to determine and know the range of student needs in the school |  |  | Job description, District plan, Policy I |
| **Evaluation** |  |  | Evaluates students using clinical observations and standardized testing procedures that best identify students’ potential needs |  |  | Job description, District plan, Policy I |
| **Individual Student Care Plans** |  |  | Develops individual student therapeutic care plans including needs, goals, strategies, and outcome assessments |  |  | Job description, District plan, Policy Section I |
| **Therapeutic Care**  **Treatments** |  |  | Implements individual student therapeutic care plans that are appropriate for the students’ identified needs; monitors progress and initiates follow-up services; provides information, direction, and assistance to school staff; and/or revises and implements plans per parent and/or physician directives |  |  | Job description, District plan, Policy Section I |
| **Equipment**  **Modifications**  **Adaptations** |  |  | Uses assistive technology/equipment, environmental modifications, and/or adaptive curricular activity to support optimal performance, foster development, or compensate for reduced functioning |  |  | Job description, District plan |
| **Education** |  |  | Promotes health strategies and practices; consults and trains team members, family, and students to enhance performance abilities |  |  | Job description, District plan |
| **Family**  **Communication** |  |  | Communicates with families in a sensitive manner; secures permission for evaluations and services |  |  | Job description, District plan |
| **Data Collection and Analysis** |  |  | Collects and analyzes information, adjusts services accordingly, and communicates results verbally, audio/visually, and in writing |  |  | Job description, District plan |
| **Record Keeping** |  |  | Maintains organized, clear, accurate, and useful records utilizing technology relevant to services and in a manner compliant with professional standards |  |  | Job description, District plan |
| **Flexibility and Responsiveness** |  |  | Revises the therapeutic program when needed to meet student, teacher, and school needs |  |  | Job description, District plan |
| ***Professional Responsibilities*** | **Exceeds Standard** | **Meets**  **Standard** | **Proficient Defined** | **Needs Improvement** | **Does Not Meet**  **Standard** | **Reference** |
| **Attendance** |  |  | Practices good attendance and punctuality habits |  |  | Policy GA & GBE |
| **Reliability** |  |  | Submits requisitions, budgets, reports and other requests; cares for and protects school property; insures the safety and welfare of the students at all times |  |  | Policy GBE |
| **Data Management** |  |  | Maintains an effective data-management system in accordance with federal and state law and district policy |  |  | Job description |
| **Professionalism** |  |  | Behaves in an appropriate manner considerate of one’s self and community, is accountable for one’s actions and choices, is truthful and courteous, and takes pride in one’s work |  |  | Policy GA |
| **Confidentiality**  **Judgment** |  |  | Uses good judgment regarding relationships with students both in and out of the school context; maintains confidentiality with student records and student issues |  |  | Policy GBEA |
| **Boundaries** |  |  | Maintains professional boundaries with students, parents, and staff in daily interactions and in electronic communications |  |  | Policy GBEBB & GBEBD |
| **Ethics** |  |  | Respects the institution and avoids conflicts of interest |  |  | Policy GBEA |
| **Communication** |  |  | Communicates with parents, teachers, staff, health care providers, and/or public agencies to provide information, advise on changing student need, recommend further intervention, promote/secure services, and comply with legal requirements |  |  | Job description |
| **Teamwork** |  |  | Shares responsibility for school wide activities and volunteers to serve on health, wellness, and other district and school committees |  |  | Policy GA, Job description |
| **Openness** |  |  | Keeps administration informed about concerns, follows school and district chain of command, and is open-minded about change by participating in the process and supporting the end result |  |  | Policy GBD & GBK |
| **Responsibility** |  |  | Supports and enforces policies of the Board and School Administration |  |  | Policy GBE |
| **Technology** |  |  | Uses technological tools effectively and respectfully for services and communication as is required by district and school policy |  |  | Job description |
| ***Professional Learning*** | **Exceeds Standard** | **Meets**  **Standard** | **Proficient Defined** | **Needs Improvement** | **Does Not Meet**  **Standard** | **Reference** |
| **Responsibility** |  |  | Respects the right to learn and takes responsibility by participating in school and district professional learning opportunities (PD days, faculty meetings, committees, etc.) |  |  | Policy GA and GCI, Job description |
| **Collaboration** |  |  | Participates as a member of a Professional Learning Team being responsible for personal learning, but also that of others by providing professional development opportunities to acquaint school staff with therapeutic services |  |  | Policy GA, PD Master Plan, Job description |
| **Self-assessment** |  |  | Keeps abreast of current therapeutic practices and special education legislation, reflects on professional practice, and seeks areas for growth |  |  | Policy GA, PD Master Plan,  Job description |
| **Certification** |  |  | Follows the procedures in the district’s Professional Development Plan to maintain NH certification if applicable |  |  | Policy GA, PD Master Plan |