

## Occupational Therapist Registered/Licensed Evaluation Rubric

| <b>DOMAIN I: Planning and Preparation</b>                                |  |   |  |  |
|--|--|---|--|--|
| <b>Element</b>   | <b>Unsatisfactory</b>  | <b>Basic</b>  | <b>Proficient</b>  | <b>Distinguished</b>   |
| <b>1a: Demonstrating Knowledge of Content and Therapeutic Strategies</b> | The OTR/L makes content errors or displays little understanding of strategies to address impairment or functional issues involved in student therapy.  | The OTR/L displays basic content of therapeutic strategies but neglects to articulate connections between impairment and function or anticipate student misunderstandings of therapeutic rationale (as applicable). | The OTR/L displays solid content knowledge of therapeutic interventions that reflect current research and best practice but does not anticipate student misconceptions of therapeutic rationale.             | The OTR/L displays solid content knowledge and therapeutic interventions that reflect current research, best practice and anticipates student misconceptions of therapeutic rationale. |
| <b>1b: Demonstrating Knowledge of Students</b>                           | The OTR/L displays minimal knowledge of developmental age groups, sensory needs, intelligences, student interests, or cultural heritage and does not indicate that such knowledge is valuable. | The OTR/L displays generally accurate knowledge of student differences but does not apply this knowledge to the individual therapy plan.  | The OTR/L displays understanding of typical student differences, recognizes the value of this knowledge, and applies it to the therapy plan.   | The OTR/L displays a thorough understanding of student differences and exceptionalities and the therapeutic planning reflects differentiation to address individual student needs.     |
| <b>1c: Selected Educationally-based Therapeutic Goals</b>                | The OTR/L goals are unclear, unconnected to standards, lack viable measurement, not suitable for the student/group, and reflect only one type of intervention.                                 | The OTR/L goals are moderately valuable, connected to standards, measurable, suitable for the student/group, and involve several types of interventions yet may lack coordination and integration.                  | The OTR/L goals are valuable, connected to standards, clearly stated to the student/group, suitable for the student/group, involve several types of interventions and display opportunities for integration. | The OTR/L goals are valuable, establish high expectations, utilize multiple interventions as needed and take into account varying therapeutic needs.                                   |
| <b>1d: Demonstrating knowledge of Resources</b>                          | The OTR/L is unaware of building and District resources for therapy and assisting students.  | The OTR/L displays limited understanding of building and District resources.  | The OTR/L is fully aware of building and District resources and displays knowledge of how to gain necessary access.  | The OTR/L actively enhances therapy by utilizing building, District, and community resources.  |

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| <b>Domain 2: The Therapy Environment</b>                    |  |  |  |  |
|---|--|--|--|--|
| <b>Element</b>  | <b>Unsatisfactory</b>  | <b>Basic</b>   | <b>Proficient</b>  | <b>Distinguished</b>   |
| <b>2a:<br/>Managing Procedures</b>                          | There is general management inefficiency, transitions are poor and result in significant periods of time in which the student/group are not engaged. Considerable therapeutic time is lost in performing non-therapeutic duties.   | There is moderate organization, adequate transitions of activities, the student/group are generally on task, and routines for handling materials and supplies are evident. Systems for performing non-therapeutic duties are fairly efficient.                                       | There is organization, effective transitions, routines for tasks are on track and occurring smoothly. Efficient systems for performing non-therapeutic duties are in place.  | There is a smooth, systematic flow present even when the student/group are independently completing therapy, and there is evidence the student/group demonstrate responsibility and respect for classroom operation. Systems for performing non-therapeutic duties are well established.     |
| <b>2b:<br/>Managing Student Behavior</b>                    | Sources of behavior have not been considered or determined, and there is a general lack of monitoring and response to inappropriate behaviors. The student/group appear confused as to what the expectations are, and the OTR/L is unaware of their own emotional state. | Sources of behavior appear to have been determined and considered and the student/group seem to understand and adhere to behavioral expectations. There are attempts by the OTR/L to respond to individual incidents. The OTR/L attempts to keep their own emotional state in check. | Standards for behavior are clear. The OTR/L is alert and responds to incidents in a manner that respects the dignity of students. The OTR/L maintains an awareness of their own emotional state, and recognizes the effect that their emotional state has on the student/group's behavior. | Sources of behavior have been carefully analyzed and behavioral interventions implemented. The OTR/L addresses the individual needs in a respectful and preventative manner. The OTR/L not only keep their own emotional state in check at all times, but teaches strategies to do the same. |
| <b>2c:<br/>Organizing Therapy Within the Physical Space</b> | The therapy space is unsafe, or is arranged in a manner that is not suited to therapy, or behavioral needs or goals, the use of equipment, or restricts the participation of the student/group.  | The therapy space is safe but the arrangement limits the effectiveness of the therapy or the use of equipment, or restricts the participation of the student/group.  | The therapy space is safe and the arrangement enhances the session, use of equipment, and there is moderate participation by the student/group.  | The therapy space is safe and there is skillful arrangement that meets the individual needs of the student/group.  |

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| <b>Domain 3: Therapy</b>  |  |   |  |   |
|---|--|---|--|---|
| Element   | Unsatisfactory   | Basic   | Proficient   | Distinguished   |
| <b>3a:<br/>Communicating<br/>Clearly and<br/>Accurately</b>         | The OTR/L's directions and procedures are confusing to the student/group and oral and written standards contain grammar and syntax errors or vocabulary that may be inappropriate or used incorrectly. | The OTR/L's directions and procedures are clarified after initial confusion, but use of the language and vocabulary may be excessively detailed, limited or inappropriate for the student/groups/ age, background, or level of understanding.         | The OTR/L's directions and procedures are clearly stated and use of the language and vocabulary are correct and appropriate for the student/group.   | The OTR/L's directions and procedures are clear and anticipate misunderstandings. The OTR/L's use of language is expressive with well-chosen vocabulary that enriches the lesson.   |
| <b>3b:<br/>Using Questioning<br/>Techniques</b>                     | The OTR/L's cues and questioning skills are not effective and result in the student/group not participating in the session.  | The OTR/L's cues and questions promote some response and attempts to engage the student/group are made but with limited or inconsistent success.  | The OTR/L displays quality cues and questioning skills and provides adequate time for the student/group to respond successfully, resulting in participation in the session.  | The OTR/L's cues and questions elicit and encourage participation at individualized performance levels resulting in active engagement throughout the session.   |
| <b>3c:<br/>Engaging Students in<br/>Therapy</b>                     | The activities or content are inappropriate, unclear, or poorly structured with materials and pacing inappropriate to the student/group. The student/group is generally not engaged.                   | The activities or content are moderately organized and resources partially suitable to the therapy goals with adequate transition of activities. The student/group is generally on task and routines for handling materials and supplies are evident. | The activities or content are organized with resources suitable to the therapy goals with effective transitions and routines which allow the student/group to be highly engaged. The session appears to run smoothly.  | The activities or content are organized, appropriately paced and highly coherent, displaying a smooth systematic flow. There is evidence that the student/group demonstrate responsibility and respect for the session.   |
| <b>3d:<br/>Professional<br/>Learning and<br/>Collaboration</b>      | OTR/L rarely or never collaborates with peers or engages in reflective inquiry for the purpose of improving instructional practice or student learning.  | OTR/L collaborates and engages in reflective inquiry with peers and administrators for the purpose of improving instructional practice and student learning.  | OTR/L collaborates and engages in reflective inquiry with peers and administrators for the purpose of improving instructional practice and student learning. OTR/L contributes to collaborative work.  | OTR/L collaborates and engages in reflective inquiry with peers and administrators for the purpose of improving instructional practice and student and teacher learning. OTR/L occasionally leads collaborative work.   |
| <b>3e:<br/>Demonstrating<br/>Flexibility and<br/>Responsiveness</b> | The OTR/L adheres rigidly to a therapeutic plan, ignores students' questions, interests, emotional status, physical status or sensory needs, and appears to give up on the student/group.              | The OTR/L attempts to adjust the therapy or to accommodate the student/group questions, interests, emotional status, physical status or sensory needs but with limited strategies and mixed results.  | The OTR/L monitors and adjusts the session, seizes the moment to enhance and accommodates the student/groups' questions, interests, emotional status, physical status, or sensory needs. Shows persistence with therapeutic goals, and uses a repertoire of strategies in delivering services. | The OTR/L makes smooth changes to the session to accommodate the students/groups questions, interest, emotional status, physical status or sensory needs. Shows persistence with therapeutic goals and uses an extensive repertoire of strategies in delivering services. |

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| <b>Domain 4: Professional Responsibilities</b>                |  |   |   |  |
|---|--|---|---|--|
| <b>Element</b>  | <b>Unsatisfactory</b>  | <b>Basic</b>  | <b>Proficient</b>   | <b>Distinguished</b>   |
| <b>4a: Reflecting on the Session</b>                          | The OTR/L is unable to depict the effectiveness of the session, or profoundly misjudges its level of success, or is unable to make suggestions for how the session could be improved.  | The OTR/L has a generally accurate impression of the session's effectiveness and can make limited suggestions on how it could be improved.  | The OTR/L clearly describes how a session met its goals by giving specific examples, and suggestions to be made for the future.   | The OTR/L thoughtfully assesses the effectiveness of the session with multiple examples, weighs improvement options for the future by suggesting alternative approaches and the likely success of any changes.   |
| <b>4b: Maintaining Accurate Records</b>                       | The OTR/L's record keeping system demonstrates errors, lack of professional attention, or does not adequately track progress, or meet District, State and Federal requirements.  | The OTR/L's record keeping is rudimentary and only partially effective in serving student and District, State or Federal needs.   | The OTR/L's record keeping is accurate and effective, documents contact with the COTA, and is in compliance with District, State or Federal requirements.   | The OTR/L's record keeping is highly effective, thorough, time efficient, documents contact with COTA, and is extremely accurate.  |
| <b>4c:(a) Communicating with Families and Team Members</b>    | The OTR/L makes little effort to communicate, or communicates insensitively, or does not respond to families or team members, or does not maintain an accurate log of phone contact or copies of written correspondence.           | The OTR/L participates in school activities for family & team member communication, but offers little additional information. Phone logs and written correspondence are minimally adequate. | The OTR/L provides frequent information to families and team members and has found successful approaches beyond the minimum expected. Phone logs and correspondence are complete and accurate.  | The OTR/L has organized a successful family and team member communication process, displays sensitivity for families, and involves families in therapeutic activities. Legal obligations are exceeded.   |
| <b>4c:(b) Participating in Developing an Educational Plan</b> | The OTR/L writes vague reports on student assessment, does not clearly communicate assessment results, does not contribute to goal development, and/or does not reflect student needs or FAPE and would not withstand a challenge. | The OTR/L writes reports and goals that are minimally acceptable. Does not contribute easily measurable suggestions/strategies. Plan is adequate.   | The OTR/L writes educational reports that are clear and concise, accurately reflecting student needs. The OTR/L contributes to goal writing process, keeps data on progress and uses data to write progress reports.  | The OTR/L writes detailed educational reports clearly stating student strengths, impairment, functional needs, and provides therapeutic strategies. The OTR/L contributes to goal writing that is relevant to student needs, are measurable and are easily defensible if challenged.   |
| <b>4d Professional Responsibilities</b>                       | The OTR/L is unaware of or does not support school, district, or state initiatives.<br><br>Teacher violates a district policy or rarely or never follows district curriculum/pacing guide.   | The OTR/L supports and has a basic understanding of school, district, and state initiatives.<br><br>Teacher follows district policies and curriculum/pacing guide.                          | The OTR/L supports and has solid understanding of school, district, and state initiatives. The OTR/L follows district policies and implements district curricula and policy. The OTR/L makes pacing adjustments as appropriate, to meet whole group needs without compromising an aligned curriculum. | OTR/L supports and looks for opportunities to take on leadership roles in developing and implementing school, district, and state initiatives. The OTR/L follows district policies and implements district curricula and policy. The OTR/L makes pacing adjustments as appropriate to meet whole group and individual needs, without compromising an aligned curriculum. |
| <b>4e: Showing Professionalism</b>                            | The OTR/L has frequently failed to model ethical conduct values of respect, responsibility, honesty, citizenship, and/or integrity. The OTR/L is not alert to student needs and makes decisions based on self-serving interests.   | The OTR/L has occasionally neglected to model ethical conduct values, decisions are inconsistent, and has limited participation in team activities.   | The OTR/L attempts to make student based decisions, maintains an open mind, and participates in decision making focused on the best interests of the student.   | The OTR/L is highly proactive in serving students and takes a leadership role in participating in team decision making.  |