

**OT/PT 1**

**CATEGORY: Content Knowledge**

The therapist shall demonstrate thorough knowledge of the subject matter area.

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Planning and Practice</b>	Therapist demonstrates extensive knowledge and skill in the treatment area.	Therapist demonstrates thorough knowledge and skill in the treatment area.	Therapist demonstrates basic knowledge and skill in the treatment area.	Therapist demonstrates little or no knowledge and skill in the treatment area.
<b>Knowledge of Content Related Pedagogy</b>	Therapist's knowledge of special education laws and procedures is extensive.	Therapist's demonstrates thorough knowledge of special education laws and procedures.	Therapist's demonstrates basic knowledge of special education laws and procedures.	Therapist's demonstrates little or no knowledge of special education laws and procedures.

**OT/PT 2**

**CATEGORY: Preparation and Knowledge of Pedagogical Practices**

The Therapist shall demonstrate appropriate preparation employing the necessary pedagogical practices to support treatment.

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Understanding of Pedagogical Approaches</b>	The therapist's plans and practice reflect a wide range of pedagogical approaches in the discipline; Therapist differentiates accordingly.	The therapist's plans and practice reflect a range of effective pedagogical approaches in the discipline.	The therapist's plans and practice reflect a basic range of pedagogical approaches or utilize approaches that are not suited to the discipline or to the students.	The therapist displays limited understanding of pedagogical approaches suitable to student learning of the content.
<b>Instructional Materials and Resources</b>	Instructional/therapy materials and resources are engaging and are differentiated.	Instructional/therapy materials and resources are appropriate to the instructional purposes.	Instructional/therapy materials and resources are only marginally appropriate to the instructional purposes.	Instructional/therapy materials and resources are inappropriate to the instructional purposes.
<b>Planning the Therapy Program to Meet the Needs of Individual Students</b>	Therapist's plan serves to support students and is aligned with IEP goals.	Therapist's plan has an objective and is somewhat aligned with IEP goals.	Therapist's plan has an objective and includes relevant activities and/or IEP goals.	Therapist's plan consists of a random collection of unrelated activities. IEP goals are not reflected in plan.

**OT/PT 3**

**CATEGORY: Instructional Delivery/Delivery of Services**

The therapist shall demonstrate that the delivery of treatment results in active student involvement, appropriate Therapist-student interaction and meaningful lesson plans resulting in addressing student's goals.

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Therapist's Purpose</b>	Therapist's purpose for the session is clear and relates to broader learning.	Therapist's purpose for the session is clear.	Therapist's purpose to the session is inconsistently evident.	Therapist's purpose for the lesson is unclear.
<b>Therapist's Directions and Procedures</b>	Therapist's directions and procedures are clear to students and anticipate possible student misunderstanding.	Therapist's directions and procedures are clear to students.	Therapist's directions and procedures are clarified after initial student confusion.	Therapist's directions and procedures are confusing to students.
<b>Therapist's Explanation of Content</b>	Therapist's explanation of content connects with students' knowledge and experiences. Opportunities are provided for students to demonstrate concepts.	Therapist's explanation of content is appropriate and connects with students' knowledge and experiences.	Therapist's explanation of the content is inconsistent.	Therapist's explanation of the content is unclear, confusing or uses inappropriate language.
<b>Pace</b>	Pacing of the session is appropriate for all students.	Pacing of the session is generally appropriate.	Pacing of the session is inconsistent.	The pace of the session is too slow, and/or rushed.
<b>Activities</b>	Therapist's activities are consistently challenging the student to master goals.	Most of the therapist's activities are appropriate to the developmental level of the students.	Therapist's activities are sometimes appropriate to the developmental level of the students.	Therapist's activities are not appropriate to the developmental level of the students.
<b>Participation</b>	Students participate actively throughout the session.	Students participate throughout the activity.	Students participate minimally in the activity.	Students do not participate in the activity.

**OT/PT 4****CATEGORY: Classroom Management/Management Skills**

The Therapist shall demonstrate behavior management skills supportive of diverse students' needs which create an environment conducive to student learning.

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Establishing Standards of Conduct in the Related Service Environment</b>	Standards of conduct have been established for the testing and related service environments. Therapist's monitoring of students is subtle and proactive.	Standards of conduct have been established for the testing and related service environments.	Some standards of conduct appear to have been established for testing and related service environments.	No standards of conduct have been established
<b>Student Behavior</b>	Therapist is proactive and preventative in monitoring student behavior.	Therapist is monitoring student behavior.	Therapist is generally monitoring student behavior but may miss the behaviors of some students.	Therapist is not monitoring student behavior
<b>Related Service Environment Organization</b>	The related service environment is highly organized and is inviting to students. Materials are convenient when needed.	The related service environment is well organized; materials are available when needed.	The related service environment is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed.	The related service environment is disorganized and poorly suited to working with students. Materials are usually unavailable.

**OT/PT 5**

**CATEGORY: Student Development**

The Therapist shall demonstrate knowledge of student development, an understanding and appreciation of diversity and the regular application of developmentally appropriate therapeutic strategies for the benefit of all students.

<b>Establishing Goals for the Therapy Program Appropriate to the Setting and the Diversity of the Students Served</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	Therapist's goals for the therapy program are highly appropriate to the situation in the school or therapy environment and to the needs of the students, and have been developed following students' Individualized Education Plan.	Therapist's goals for the therapy program are clear and appropriate to the situation in the school or the therapy environment and to the needs of the students.	Therapist's goals for the therapy program are basic and are partially suitable to the situation and to the needs of the students.	Therapist has no clear goals for the therapy program, or they are inappropriate to either the situation or the needs of the students.

**OT/PT 6****CATEGORY: Student Assessment**

The Therapist shall demonstrate that he or she implements assessment techniques based on IEP goals and IEP criteria.

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Responding to Referrals and Evaluating Student Needs</b>	Therapist is proactive in responding to referrals and makes highly competent assessments of student needs.	Therapist responds to referrals and makes thorough assessments of student needs.	Therapist responds to referrals when pressed and makes adequate assessments of student needs.	Therapist fails to respond to referrals or makes hasty assessments of student needs.
<b>Collecting Information and Writing Reports</b>	Therapist is proactive in collecting important information, interviewing teachers and parents, if necessary. Reports are accurate, clearly written, and are tailored for the audience.	Therapist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	Therapist collects some 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 neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience
<b>Maintaining Progress Monitoring</b>	Therapist's documentation offers clear data regarding student progress, eligibility for services and ESY. Progress notes are thorough and current. Appropriate prescription is on file.	Therapist's documentation offers relevant data regarding student progress and continued eligibility for services. Appropriate prescription is on file.	Therapist's documentation offers basic data regarding student progress and is inadequate to establish continued eligibility. Appropriate prescription is on file.	Therapist's documentation offers little to no data regarding progress. Prescription may or may not be on file.

**OT/PT 7**

**CATEGORY: Collaboration with Students, Parents, Caregivers, and Support Personnel**

The Therapist shall demonstrate that he/she develops effective collaborative relationships with students, parents, or caregivers, as needed, and appropriate support personnel to meet the learning needs of students.

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Connections</b>	Therapist makes relevant connections with students, families, appropriate support personnel and/or community organizations to support and expand opportunities for student learning.	Therapist makes relevant connections with students, families, appropriate support personnel, and/or community organizations to support opportunities for student learning.	Therapist makes some relevant connections with students, families, appropriate support personnel and/or community organizations to support opportunities for student learning.	Therapist does not make connections with students, families, appropriate support personnel, and/or community organizations to support opportunities for student learning.
<b>Maintaining Professional Relationships</b>	Relationships with colleagues are characterized by mutual support and cooperation to fulfill duties that the school or District requires.	Therapist demonstrates professional relationships with colleagues to fulfill duties that the school or District requires.	Therapist demonstrates limited professional relationships with colleagues to fulfill duties that the school or District requires.	Therapist does not demonstrate evidence of maintaining professional relationships with colleagues to fulfill duties that the school or District requires.
<b>Role in School Activities During the School Day</b>	Therapist takes initiative in assuming an active leadership role in school activities.	Therapist takes an active role in school activities.	Therapist takes a limited role in school activities.	Therapist does not take a role in school activities.
<b>Consultation with Staff</b>	Therapist seeks out staff to confer regarding students, soliciting their perspectives.	Therapist initiates contact with staff to confer regarding individual students.	Therapist is available to staff for consultation and provides background material when requested.	Therapist is not available to staff for consultation and declines to provide background material when requested.
<b>Professionalism</b>	Therapist can be counted on to hold the highest standards of honesty, integrity, and confidentiality, to advocate for students, and take a leadership role with colleagues.	Therapist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	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 dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality

**OT/PT 8****CATEGORY: Reflective and Responsive Practice**

The Therapist shall demonstrate that practice is reviewed, effectively assessed and appropriate adjustments are made on a continuing basis.

<b>Developing a Plan to Evaluate the Related Service Program</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Awareness of Treatment Effectiveness</b>	Therapist's evaluation plan is highly effective with a clear path toward improving the program on an ongoing basis.	Therapist'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 has a basic plan to evaluate the related service program.	Therapist has no plan to evaluate the program or resists suggestions that such an evaluation is important.
<b>Reflecting on Practice</b>	Therapist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.	Therapist makes revisions in the treatment program when they are needed.	Therapist makes modest changes in the treatment program when confronted with evidence of the need for change.	Therapist adheres to the plan or program, in spite of evidence of its inadequacy.
<b>Professional Development</b>	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.	Therapist makes some specific suggestions as to how the therapy program might be improved.	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 does not reflect on practice.
	Therapist actively pursues professional development opportunities and informally shares information with staff.	Therapist seeks out opportunities for professional development based on an individual assessment of need.	Therapist's participation in professional development activities is limited to those that are convenient or required.	Therapist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.