

Mapleton Educator Effectiveness Related Service Provider Self-Assessment Tool



Service Provider: _____ School: _____

Assignment: _____ Date: _____

Directions: Consider your practice and determine, for each component of the framework, the level of performance that best reflects your own assessment. Circle or highlight the performance level you believe best fits your practice.

Domain I: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a Applying Knowledge of Guidelines and Regulations	The therapist does not demonstrate knowledge of applicable guidelines, laws, and regulations.	The therapist demonstrates limited knowledge of applicable guidelines, laws, and regulations.	The therapist demonstrates knowledge of applicable guidelines, laws, and regulations.	The therapist provides professional learning to ensure colleagues understand applicable guidelines, laws, and regulations.
1b Therapy Program Demonstrates Knowledge and Value Students' Needs	The therapist's plans and practices demonstrate minimal understanding of developmental characteristics, skills, and needs of each individual student.	The therapist's plans and practices demonstrate partial understanding of developmental characteristics, skills, and needs of each individual student.	The therapist's plans and practices demonstrate solid understanding of developmental characteristics, skills, and needs of each individual student and enables therapist to build upon student assets.	The therapist's plans and practices demonstrate deep understanding and a high degree of skill in fostering student learning and development to support academic and personal success. The therapist uses this knowledge to create meaningful and realistic applications to differentiate instruction.
1c Setting Therapeutic Goals	Therapeutic goals are unclear, lack rigor or are inappropriate to meet the needs of the students served.	Therapeutic goals are somewhat clear, moderately rigorous and are appropriate to meet the needs of some students served.	Therapeutic goals are rigorous, clearly defined, and appropriately designed to meet needs and grade level standards of the students served.	Therapeutic goals are crisply defined, rigorous, achievable, and highly appropriate to support generalization of skills in a variety of settings.

Component	Unsatisfactory	Basic	Proficient	Distinguished
1 d Identifies and Uses Resources Effectively	The therapist does not demonstrate knowledge of school or district resources to support the program and students. Therapist makes no attempt to gain this knowledge.	The therapist demonstrates limited knowledge of school or district resources to support the program and students. Therapist makes limited attempts to develop this knowledge.	The therapist is knowledgeable of resources available to support the program and students within the school and district and continually seeks additional resources to support the program and students.	The therapist has deep and extensive knowledge of available resources within and external to the school and district. Therapist works closely with key stakeholders to identify and utilize additional resources.
1 e Planning Integrated Therapy Program	The therapeutic program is not aligned or integrated with the school programs.	The therapeutic program is somewhat aligned and integrated with the school programs.	The planned therapeutic program is both aligned and well-integrated with the school programs.	The planned therapeutic program is aligned and well-integrated with the school programs and intentionally removes barriers and supports student accessibility to learning.
1 f Selecting and Interpreting Assessments	The therapist has no knowledge of the scope of assessments and ability to interpret and apply results accurately.	The therapist demonstrates limited knowledge of scope of assessments and ability to interpret and apply results accurately.	The therapist has selected appropriate assessments to evaluate the student and interpret results accurately to determine necessary supports and services.	The therapist selects appropriate assessments, accurately interprets results, and communicates results to stakeholders for integration of services across all settings and disciplines.

Domain 2: Learning Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
2 a Cultivating Respectful and Affirming Environments	The therapeutic environment is characterized by negativity, disrespect and insensitivity.	The therapeutic environment is partially characterized by caring and respectful interactions.	The therapeutic environment is characterized by positive developmental relationships that are intentionally nurtured and celebrated.	Student play and active role in creating therapeutic environments characterized by a sense of community where each member feels safe, valued, and connected.
2 b Sets Priorities and Organizes Time	Priorities are not clearly defined, and time is not well managed, causing negative impact on scheduling and the timely delivery of services.	Time is somewhat organized, ensuring that required activities are completed, although not necessarily efficiently.	Priorities are well ordered, ensuring that the therapeutic work proceeds on time and efficiently. Schedules are defined and communicated to students and teachers.	Effective and efficient time management skills help ensure that therapeutic activities run smoothly and on schedule. Student, teachers, and families/caregivers know and understand the schedule of services.

Component	Unsatisfactory	Basic	Proficient	Distinguished
2 c Referral Processes and Procedures	There is no evidence of processes and procedures to guide referrals to the therapeutic program.	Therapist has developed a partial set of processes and procedures to guide referrals but has not effectively communicated these to all stakeholders.	Referral processes and procedures are well defined. All stakeholders know and understand what to do to refer a student.	Therapist develops referral processes and procedures in collaboration with school staff. Referral processes and procedures are effectively communicated and understood by all stakeholders.
2 d Supporting Positive Student Behavior	The little evidence of explicit modeling, instruction, or guidance related to positive student behavior.	Positive behavior is modeled by the therapist and occasionally taught explicitly.	The therapist promotes and appropriately addresses behavior by modeling, redirecting, and encouraging reflection.	The therapist helps promote the standards beyond the therapeutic space, framing a culture of expectations for student behavior throughout the school.
2 e Organizing Physical Space	Therapeutic spaces are unsafe, inaccessible, and/or not conducive to learning and development.	Therapeutic spaces are safe and accessible; the arrangement and use of resources partially supports student learning and development.	Therapeutic spaces are safe and organized to address the needs of individual learners with the context of shared experiences.	Therapeutic spaces are thoughtfully designed in a flexible and inviting manner to address the needs of individuals and create collaborative and joyful spaces for all to learn and grow.

Domain 3: Delivery of Services

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a Communicating About Purpose of Services	Communication about the therapeutic program is unclear, confusing, or nonexistent, and it hinders student progress toward goal attainment.	Communication about the therapeutic program is mostly clear and accurate, it partially supports goal attainment.	Communication about the therapeutic program is accurate and clear to students; it supports their active engagement and learning experiences in pursuit of their goals.	Communication about the therapeutic program is rich, nuanced, and relevant to students' goals, inviting students to think critically and contribute to their learning; it encourages curiosity and supports student autonomy.
3 b Using Prompting and Scaffolding Techniques	The therapist does not provide appropriate prompting and scaffolding for students, which negatively impacts their engagement and independence toward goal attainment.	The therapist provides prompting and scaffolding at a level that is either minimal or excessive, which limits engagement and independence toward goal attainment.	The therapist provides prompting and scaffolding at an appropriate level to challenge students and support their engagement and independence toward goal attainment.	The therapist demonstrates a comprehensive and nuanced understanding of the level of prompting and scaffolding necessary to encourage students' autonomy toward goal attainment.
3c Engaging Students in the Therapeutic Program	The therapist implements a random collection of unrelated activities that are not aligned or integrated with individual student goals	The therapist implements some relevant activities, but they are not fully aligned and integrated with individual student goals.	The therapist implements a range of therapeutic strategies and techniques appropriate for individual student goals.	The therapist implements a wide range of therapeutic strategies and techniques, places high value on student engagement, and adjusts therapeutic program to meet student needs.

Component	Unsatisfactory	Basic	Proficient	Distinguished
3d Using Data for Progress Monitoring	The therapist does not use a defined system for progress monitoring, and data is not used to adjust the therapeutic program.	The therapist demonstrates some evidence of a defined system for progress monitoring, and data is minimally used to adjust the therapeutic program.	The therapist uses a clearly defined system for progress monitoring, and data is used regularly to adjust the therapeutic program.	The therapist uses a highly effective system for progress monitoring, and the system is shared with key stakeholders for optimal data collection across a variety of settings.
3 e Improving the Student Experience through Collaboration	The therapist makes no effort to collaborate with teachers or staff to support student needs.	The therapist makes some effort to collaborate with teachers and staff to support student needs.	The therapist regularly collaborates with teachers and staff to implement strategies that support student needs in classrooms and the school environment.	The therapist works closely with teachers and staff to help them adjust their instructional strategies, accommodations, and physical space to best meet the needs of the students served.

Domain 4: Principled Practice

Component	Unsatisfactory	Basic	Proficient	Distinguished
4 a Engaging in Reflective Practice	The therapist does not reflect on their practice and does not identify areas for improvement.	The therapist reflects somewhat on the effectiveness of their practice and is able to identify some areas for improvement.	The therapist regularly reflects on the implementation and impact of the therapeutic program, providing concrete and specific examples of challenges and successes. The therapist identifies areas for improvement.	The therapist's reflections are both specific and perceptive, not only citing evidence for the reflections, but also applying professional judgement to determine why goals were or were not met. Identified areas of improvement are acted upon.
4 b Documenting and Maintaining Accurate Records	The therapist does not document student progress and keeps minimal, or no record of services provided.	The therapist keeps some documentation of student progress; however, reports are not always timely, accurate, and/or appropriate.	The therapist keeps detailed documentation of student progress. Reports are timely, accurate, and appropriate.	The therapist documents and celebrates students' progress toward their goals and shares reports that are timely, accurate, comprehensive, and specifically developed for the intended audience.
4 c Engaging Families, Caregivers, and Other Providers	The goals, processes, and procedures of the therapeutic program are not effectively or appropriately presented to key stakeholders.	The goals, processes, and procedures of the therapeutic program presented somewhat effectively to students, families/caregivers, and other providers.	The goals, processes, and procedures of the therapeutic program are effectively presented to students, families/caregivers, and other providers in respectful and appropriate ways.	The therapist provides oral and written information to key stakeholders in ways that are appropriate and culturally responsive. When appropriate, the therapist provides additional materials and resources to promote carryover of skills.

Component	Unsatisfactory	Basic	Proficient	Distinguished
4d Contributing to School Community and Culture	The therapist is not an active member of the school or district community and/or contributes negatively to the culture.	The therapist selectively engages with school and district communities, typically when asked, and make modest contributions to the culture.	The therapist actively supports, contributes, and participates in school and district communities and contributes positively to the culture.	The therapist seeks opportunities and makes significant contributions to school and district communities and consistently models and promotes a positive culture.
4 e Growing and Developing Professionally	The therapist does not participate in professional learning.	The therapist participates only in professional learning that is required by the district or state and does not share any professional learning with colleagues.	The therapist seeks and engages in professional learning and schedules opportunities to share professional learning with colleagues.	The therapist seeks out formal and informal professional learning opportunities, including feedback, and applies this learning to improve service delivery and to increase professional knowledge and skills of colleagues.
4 f Acting in Service of Students	The therapist acts unethically and does not understand the needs of students or make decisions in their best interest.	The therapist acts ethically and attempts to make deliberate decisions in the best interest of students, families, and colleagues.	The therapist models high standards of ethical practice and wise decision making on behalf of students, families, and colleagues.	The therapist displays the highest standards of honesty and integrity, challenging negativity and/or lack of integrity in any aspect of service delivery.