RSU5
Durham – Freeport – Pownal
Growth & Evaluation

Occupational Therapist
Physical Therapist
Professional Practice Rubrics
and Evaluation Summary

Effective Date: 7.1.25

I. PLANNING AND PREPARATION

The Therapist:	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
a **Knowledge**	Is an expert in OT or PT and in child development as it relates to how students learn and perform in the classroom.	Knows OT or PT well and has a good grasp of child development as it relates to how students learn and perform in the classroom.	Is somewhat familiar with OT or PT, and/or has a few ideas about how students learn.	Has little familiarity with OT or PT or with how students learn.
b **Goals for OT or PT program**	Establishes goals for the therapy program that are highly appropriate to the situation in the school (including roles in CST and RTI) and to the age and developmental level of the students; develops goals following consultations with administrators and teachers.	Establishes goals for the program that are clear and appropriate to the situation in the school and to the age and developmental level of the students.	Establishes goals for the program that are rudimentary and partially suitable to the situation in the school and to the age and developmental level of the students.	Has no clear goals for the therapy program, or establishes goals that are inappropriate to either the situation or the age and developmental level of the students.
c **Interventions match standards**	Designs lessons with clear, measurable goals closely aligned with current needs and goals and with learning standards delineated by IEPs.	Designs lessons focused on measurable outcomes aligned with most learning standards delineated by IEP.	Plans lessons with unit goals in mind but without considering IEP learning standards.	Plans lessons aimed primarily at entertaining students or covering textbook chapters.
d **Differentiation in small group instruction**	Designs highly effective lessons that address individual student learning needs and goals.	Designs lessons that target diverse learning needs and goals.	Plans lessons with little thought as to how to accommodate special needs students.	Plans lessons aimed at filling time.
e **Engagement**	Designs highly relevant goals and lessons that orchestrate student ownership of the objectives of the session.	Designs relevant lessons that promote student ownership of objectives of the session.	Plans lessons that may engage some student interest but may not support all student investment in the objectives of the session.	Plans lessons with little likelihood of engaging or involving students to attain objectives of the session.
f **Organizing Learning**	Designs lessons that incorporate an appropriate mix of commercially available and curriculum based learning strategies and materials for diverse learners including technology.	Designs lessons that use an effective, diverse mix of learning strategies and materials including technology.	Plans lessons that involve an inconsistent mix of effective and ineffective learning strategies and materials including technology.	Plans lessons that rely mainly on ineffective learning strategies and materials including technology.
g **Organization and use physical space**	Organizes testing space and classroom to support therapeutic and learning goals; arranges all materials for convenient access when needed.	Organizes testing space and classroom in an appropriate manner; arranges most materials for convenient access when needed.	Somewhat organizes testing space and classroom, but materials may be difficult to find when needed.	Has little or no organization of testing space and/or classroom, and materials are usually not available.

Overall rating: _____ Comments:

2019, 2022, 2023, Revised 5.5.25 (Effective Date: 7.1.25)

II. DELIVERY OF INSTRUCTION TO STUDENTS

The Therapist:	4 **Highly Effective**	3 **Effective**	2 **Improvement Needed**	1 **Does Not Meet Standards**
a **Intervention Expectations**	Is direct, specific and consistent in communicating intervention goals to students.	Clearly communicates intervention goals to students.	Sometimes communicates intervention goals to students.	Does not communicate intervention goals to students.
b **Relationships**	Shows respect, empathy and fairness to students' diverse backgrounds, identities, strengths and challenges; and builds strong relationships.	Is fair and respectful towards student differences and builds positive relationships with most students.	Is fair and respectful towards most students and builds positive relationships with some students.	Can be unfair and disrespectful to students; plays favorites.
c **Behavioral expectations**	Establishes and enforces standards for student conduct and behavior that foster positive interactions and support individual behavior plans developed by Team both in and beyond therapy.	Implements strategies that mostly foster positive interactions and support individual behavior plans developed by Team.	Implements strategies that sometimes foster positive interactions but may not support individual behavior plans developed by Team.	Does not implement strategies to foster positive interactions, or strategies do not support individual behavior plans developed by Team.
d **Efficiency**	Maximizes academic learning time through coherence, lesson momentum and smooth transitions.	Effectively uses academic learning time through clear instruction and transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, and/or inefficient transitions.	Loses instructional time because of confusion, interruptions and poorly executed transitions.
e **Connections**	Makes purposeful connections to students' prior knowledge, experience and readings.	Activates students' prior knowledge, experience, and sessions.	Attempts to activate students' prior knowledge, experiences and/or readings.	Does not activate students' prior knowledge, experiences and/or readings.
f **Clarity**	Presents material thoroughly but succinctly, using relevant and engaging examples.	Uses clear explanations and accurate examples to present material.	Attempts to provide explanations and/or examples, but presentation of some material is confusing, unclear or inaccurate.	Does not explain material or provide examples.
g **Techniques**	Consistently implements evidence-based best practices for assessments and interventions with students.	Implements evidence based best practices for assessments and interventions with students.	Attempts to implement evidence-based best practices for assessments and interventions with students are not always successful.	Does not implement evidence-based best practices for assessments and interventions with students.
h **Differentiation**	Skillfully individualizes instruction to meet the learning needs and styles of all students.	Individualizes instruction to accommodate most students' learning needs.	Attempts to individualize instruction and meet the needs of students with special needs, with mixed success.	Fails to individualize instruction for students with special needs.
i **Generalization of skills**	Consistently provides activities and strategies that will generalize skills to the classroom and other settings.	Provides activities and strategies that will generalize skills to the classroom and other settings.	Sometimes provides activities and strategies that will generalize skills to the classroom and other settings.	Does not provide activities or strategies that will generalize skills to the classroom and other settings.
j **On-Going Assessments**	Uses a variety of effective methods to check if session goals are attained for each student and adjusts instruction as needed.	Frequently checks for understanding and gives students helpful information if they seem confused.	Uses less effective methods (e.g. thumbs up, thumbs down) to check for understanding during instruction.	Uses ineffective methods (e.g. "Is everyone with me?") to check for understanding
k **Feedback**	Is timely and conscientious in providing specific, constructive, meaningful feedback to promote student growth.	Is conscientious in providing specific, constructive, meaningful feedback to encourage student growth.	Provides general feedback, but is not always constructive or conscientious.	Does not provide meaningful, conscientious or constructive feedback.

l **Student Self-Assessment**	Has students identify, judge and monitor targeted skills.	Has students set goals, self-assess and monitor their performance.	Urges students to look over their work, see where they had trouble and aim to improve those areas, but does not guide or support such activities.	Allows students to move on without assessing or improving their problems in their work.

Overall rating: _____ Comments:

III. CLINICAL SERVICES

The Therapist:	4 **Highly Effective**	3 **Effective**	2 **Improvement Needed**	1 **Does Not Meet Standards**
a **Knowledge of regulations**	Demonstrates extensive knowledge of special education laws and procedures; takes a leadership role in reviewing and revising district policies.	Demonstrates thorough knowledge of special education laws and procedures.	Demonstrates basic knowledge of special education laws and procedures.	Demonstrates little or no knowledge of special education laws and procedures.
b **IDEA & ADA-A regulations & procedures**	Fully understands and complies with procedural timelines and safeguards, and shares knowledge with others.	Ensures that all procedures and safeguards are faithfully adhered to.	Established procedures and safeguards are not always followed.	Does not follow established procedures and guidelines.
c **Responding to formal CST, Team & IEP Team referrals**	Proactively responds to referrals and makes thorough assessments of student needs by choosing suitable assessment procedures to answer referral questions.	Responds to referrals and makes competent assessments of student needs by choosing suitable assessment procedures to answer referral questions.	Responds to referrals when pressed, but may make inadequate assessments of student needs.	Fails to respond or makes hasty assessments of student needs.
d **Team assessments**	Selects assessments that are consistent with OT or PT practices.	Selects assessments that are generally consistent with OT or PT practices.	Selects assessments that are sometimes consistent with OT or PT practices.	Selects assessments that are not consistent with OT or PT practices.
e **Written Consent**	Prepares forms for parents to sign to ensure necessary permissions are granted before testing and releasing of information to outside agencies or individuals.	Ensures necessary permission for evaluations and for release of information to outside agencies or individuals are granted.	Sometimes ensures necessary permissions for testing, but not those for release of information.	Fails to have the necessary permissions for evaluations or release of information.
f **Collecting information**	Is proactive in collecting relevant information, interviewing both teachers and parents when necessary. Always secures necessary permissions to communicate with outside providers.	Collects all relevant information on which to base treatment plans. Secures necessary permissions to communicate with outside providers.	Collects information on which to base treatment plans, but it may not be the most relevant. Sometimes secures necessary permissions to communicate with outside providers.	Neglects to collect relevant information on which to base treatment plans. Does not secure the necessary permissions to communicate with outside providers.
g **Written reports**	Presents oral and written reports that are accurate and clear, including educationally relevant recommendations, and are tailored for the audience.	Writes reports that are accurate and appropriate to the audience.	Writes reports that are accurate but lacking clarity and not always appropriate to the audience.	Writes reports that are inaccurate or not appropriate to the audience.
h **IEP Goals**	Creates well-written, thorough and concise IEP goals that include appropriate and meaningful recommendations to uniquely address student needs.	Creates accurate, well written IEP goals that include appropriate recommendations.	Creates IEP goals that are not always thorough, may be poorly written or are unnecessarily long; recommendations are somewhat appropriate.	Creates IEP goals that are not thorough, are poorly written and include inappropriate recommendations.
i **Data management system**	Has developed a highly effective data management system for monitoring student progress related to IEPs, and uses it to communicate with teachers and parents and to adjust treatment when needed.	Has developed an effective data management system for monitoring student progress related to IEPs, and uses it to adjust treatment when needed.	Has developed a rudimentary data management system for monitoring student progress related to IEPs, and occasionally uses it to adjust treatment when needed.	Has not developed a data management system, or system is in disarray and cannot be used to monitor student progress or to adjust treatment when needed.

j **Team Meetings**	If Chair, effectively follows state mandated guidelines for annual reviews. If participant, contributes in a meaningful and concise way to annual review meetings.	If Chair, follows state mandated guidelines for annual reviews. If participant, adequately contributes to annual review meetings.	If Chair, may not follow state mandated guidelines for annual reviews. If participant, may make unfocused or irrelevant contributions to annual review meetings.	If Chair, does not follow state mandated guidelines for annual reviews. If participant, does not contribute, or makes irrelevant contributions to, annual review meetings.
k **Consultation**	Proactively and effectively consults and advocates for students' speech and language needs with administrators, teachers and support personnel as a resource on speech and language.	Consults and advocates for students with administrators, teachers and support personnel.	Sometimes consults and advocates for students with administrators, teachers and support personnel.	Does not consult or advocate for students with administrators, teachers or support personnel.
l **Assistive technology in IEP**	Vigilantly ensures that assistive technologies required by IEP are being used, maintained, and monitored correctly. Is skilled in using assistive technology.	Often checks to see that assistive technologies are being used, maintained and monitored correctly. Is effective at using assistive technology.	Does not always check to see that assistive technologies are being used, maintained and monitored correctly. Is aware of assistive technology, but may not be skilled in using it.	Does not check to see that assistive technologies are being used, maintained or monitored correctly. Is unaware of assistive technology, or is not skilled in using it.
m **Incorporates IEP goals**	Is fully aware of the entire IEP and incorporates skills, goals and strategies from other disciplines for a coordinated approach.	Is aware of the entire IEP and sometimes incorporates skills from other disciplines.	Is aware of some parts of IEP and incorporates skills from other disciplines when required or convenient.	Is not aware of the entire IEP and does not incorporate skills from other disciplines even when required.

Overall rating: _____ Comments:

IV. FAMILY AND COMMUNITY OUTREACH

The Therapist:	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
a **Respect**	Communicates respectfully and proactively with parents; is sensitive to diverse family and community values and beliefs.	Communicates respectfully with parents; is sensitive to diverse family and community values and beliefs.	Is sometimes insensitive to family and community values and beliefs.	Is insensitive to family and community values and beliefs.
b **Communicating with families**	Promptly and frequently informs all parents, even those who are hard to reach, of positive news about students, and immediately flags any problems.	Updates parents on good news and promptly informs parents of behavior and learning problems; attempts to contact hard-to-reach parents.	Updates easy-to-reach parents about behavior and learning problems, but rarely mentions positive news.	Makes little or no effort to contact parents with news about students.
c **Generalization practice**	Assigns high-quality, home-based intervention activities and provides rich feedback to students and families.	Assigns quality home-based intervention activities and gives feedback to students and families.	Assigns home-based intervention activities but rarely follows up.	Assigns home-based intervention strategies but is resigned to the fact that many students won't return them, and does not follow-up.
d **Responsiveness**	Deals immediately and successfully with parent concerns and makes parents feel welcome.	Responds successfully to parent concerns and makes parents feel welcome.	Is slow to respond to some parent concerns and sometimes makes parents feel unwelcome.	Does not respond to parent concerns and makes parents feel unwelcome.
e **Reporting**	Through conferences, report cards and informal communication, provides detailed and helpful feedback to parents about student progress.	Through conferences, report cards and informal communication, provides helpful feedback to parents about student progress.	Relies primarily on report cards and conferences to communicate with parents and provide feedback about student progress.	Gives out report cards and conducts conferences as required, but does not communicate effectively to parents about student progress.

Overall rating: _____ Comments:

V. PROFESSIONAL RESPONSIBILITIES

The Therapist:	4 **Highly Effective**	3 **Effective**	2 **Improvement Needed**	1 **Does Not Meet Standards**
a **Reliability**	Carries out paperwork, duties, and assignments conscientiously and thoroughly; prioritizes tasks; keeps meticulous records and meets all deadlines.	Is punctual and reliable with paperwork, duties, and assignments; prioritizes tasks; and keeps accurate records.	Occasionally skips or is late with paperwork, duties, and/or assignments; sometimes makes errors in records.	Frequently skips or is late with paperwork, duties, and assignments; frequently makes errors in records.
b **Professionalism**	Always maintains appropriate boundaries and consistently demonstrates professional demeanor in speech, writing, actions and appearance.	Maintains appropriate boundaries and usually demonstrates professional demeanor in speech, writing, actions and appearance.	Inconsistently maintains appropriate boundaries and occasionally demonstrates professional demeanor in speech, writing,actions and appearance.	Rarely maintain appropriate boundaries; rarely demonstrates professional demeanor in speech, writing,actions and appearance
c **Judgment**	Is invariably ethical, honest and transparent, consistently uses good judgment, respects confidentiality, and effectively utilizes established channels of communication to address situations and holds others to the same standard.	Is ethical and transparent, uses good judgment, maintains confidentiality with student information and utilizes established channels of communication to address situations.	Occasionally acts in an ethically questionable manner, uses questionable judgment, discloses confidential student information and/or inconsistently uses established channels of communication to address situations.	Acts in an ethically questionable manner, uses poor judgment, discloses confidential student information, and/or fails to respect established channels of communication.
d **Contributions to the School Community**	Proactively anticipates, demonstrates and cultivates in others a sense of shared responsibility for meeting the day-to-day and long-term needs of the school community and supporting school and district initiatives.	Consistently demonstrates a sense of shared responsibility for meeting the day-to-day and long-term needs of the school community and supporting school and district initiatives.	At times will demonstrate a sense of shared responsibility for meeting the day-to-day and long-term needs of the school community and supporting school and district initiatives.	Does not demonstrate a sense of shared responsibility for meeting the day-to-day and long-term needs of the school community and supporting school and district initiatives.
e **Leadership**	Consistently contributes voice, expertise and practices to actively influence and improve student learning and growth, and fosters a culture of collective efficacy.	Regularly contributes voice, expertise and practices to actively influence and improve student learning and growth.	Occasionally contributes voice, expertise and practices to influence and improve student learning and growth.	Rarely or does not contribute voice, expertise and practices to influence and improve student learning and growth.
f **Openness**	Actively seeks out feedback and suggestions from a variety of stakeholders and consistently uses feedback to improve performance.	Is open to feedback and suggestions from a variety of stakeholders and acts upon feedback to improve performance	Is sometimes resistant to accepting feedback and/or changing classroom practice.	Is often resistant to accepting feedback and/or changing classroom practice.
g **Collaboration**	Actively seeks out collaboration with colleagues to plan, share ideas, and analyze data.	Collaborates with colleagues to plan, share ideas, and analyze data.	Occasionally collaborates with colleagues to share ideas.	Rarely collaborates with colleagues to share ideas.

h **Professional Development**	Actively seeks out opportunities for professional development and effectively applies new learning to practice.	Participates in professional development opportunities and applies new learning to practice.	Participates only in required professional development activities and/or inconsistently applies new learning to practice.	Does not participate in professional development activities and/or does not apply learning to improve practice.
i **Reflecting on Practice**	Consistently, accurately and objectively participates in the cycle of reflection, noting specific strengths and areas for growth. Identifies and follows through with next steps for professional growth to impact student outcomes.	Accurately and objectively reflects on practice, noting strengths and areas for growth. Identifies next steps for professional growth to impact student outcomes.	Reflects on some aspects of practice, noting strengths or areas for growth. Inconsistently make adjustments based on reflection.	Rarely reflects on practice or reflections are inaccurate.

Overall rating: _____ Comments:

Evaluation Summary Page

Therapist's Name: _____ School Year: _____

School: _____ Evaluator: _____

RATINGS ON INDIVIDUAL RUBRICS:

I. Planning and Preparation

Highly Effective Effective Improvement Needed Does Not Meet Standards

III. Delivery of Instruction to Students

Highly Effective Effective Improvement Needed Does Not Meet Standards

IV. Clinical Services

Highly Effective Effective Improvement Needed Does Not Meet Standards

V. Family and Community Outreach

Highly Effective Effective Improvement Needed Does Not Meet Standards

VI. Professional Responsibilities

Highly Effective Effective Improvement Needed Does Not Meet Standards

Professional Practice Overall Rating

Highly Effective (4) Effective (3) Improvement Necessary (2) Does Not Meet Standards (1)

Professional practice overall rating: _____

Evaluator comments including goal progress:

Therapist Comments:

Evaluator's Signature: _____ Date: _____

Therapist's Signature: _____ Date: _____

(The therapist's signature indicates that they have seen and discussed the evaluation; it does not necessarily denote agreement with the report.)