

GBSD OT/PT/SLP Evaluation Rubric

Domain I for OT/PT/SLP: Planning and Preparation				
COMPONENT	LEVEL OF PERFORMANCE			
	1	2	3	4
1a: Demonstrating Knowledge and Skill in School-Based Therapy	<p>The OT/PT/SLP's plan and practice demonstrates little or no therapeutic knowledge and skill in educational settings.</p> <p>The practices/ interventions are not specific to the identified needs of the students receiving services.</p>	<p>The OT/PT/SLP's plan and practice demonstrates basic therapeutic knowledge and skill in educational settings.</p> <p>The practices/ interventions are specific to the identified needs of the students receiving services some of the time.</p>	<p>The OT/PT/SLP's plan and practice demonstrates thorough therapeutic knowledge and skill in educational settings.</p> <p>The practices/ interventions are specific to the identified needs of the students receiving services.</p>	<p>The OT/PT/SLP's plan and practice demonstrates extensive therapeutic knowledge and skill in educational settings.</p> <p>The practices/interventions consistently demonstrate knowledge of best practices.</p>
1b: Demonstrating Knowledge of Program/District, State, and Federal Regulations and Guidelines	<p>The OT/PT/SLP demonstrates little or no knowledge of governmental regulations and procedures as they pertain to the application of therapy within educational settings</p>	<p>The OT/PT/SLP demonstrates basic knowledge of governmental regulations and procedures as they pertain to the application of therapy within educational settings.</p>	<p>OT/PT/SLP demonstrates thorough knowledge of governmental regulations and procedures as they pertain to the application of therapy within educational settings.</p>	<p>The OT/PT/SLP's knowledge of governmental regulations and procedures is extensive as it pertains to the application of therapy within educational settings.</p> <p>The OT/PT/SLP takes a leadership role in reviewing and revising program/district therapeutic practices.</p>
1c: Establishing Goals for the Students Served	<p>The OT/PT/SLP has not established clear goals for students.</p> <p>The goals are inappropriate to the educational setting or the age/cultural/developmental needs of the students.</p>	<p>The OT/PT/SLP has established therapy goals for students.</p> <p>The goals are only partially suitable to the educational setting and the age/cultural/developmental needs of the students.</p>	<p>The OT/PT/SLP has established clear therapy goals for students.</p> <p>The goals are appropriate to the educational setting and to the age/cultural/developmental needs of the students.</p>	<p>The OT/PT/SLP has established clear therapy goals for students.</p> <p>The goals are highly appropriate to the educational setting and to the age/cultural/developmental needs of the students.</p> <p>The goals have been developed collaboratively with relevant school stakeholders.</p>

Domain I for OT/PT/SLP: Planning and Preparation, cont'd

COMPONENT	LEVEL OF PERFORMANCE			
	1	2	3	4
1d: Demonstrating Knowledge of Resources	<p>The OT/PT/SLP demonstrates little or no knowledge of resources for students.</p> <p>The OT/PT/SLP does not seek such knowledge.</p>	<p>The OT/PT/SLP demonstrates basic knowledge of resources for students available through the program.</p> <p>The OT/PT/SLP makes some effort to extend his or her knowledge.</p>	<p>The OT/PT/SLP demonstrates thorough knowledge of resources for students, school personnel, families, and/or the therapists available through the program.</p> <p>The OT/PT/SLP has some familiarity with resources available in other educational settings and/or the community.</p>	<p>The OT/PT/SLP demonstrates extensive knowledge of resources for students, school personnel, families, and/or the therapists available both in and outside the district.</p> <p>The OT/PT/SLP proactively seeks out necessary resources in order to meet the needs of students.</p>
1e: Planning Therapy Services to Meet the Needs of Students	<p>The OT/PT/SLP's plan for therapy services consists of a random collection of unrelated activities, lacking coherence or overall structure.</p> <p>The plan is not related to students' identified needs and does not support the student in the educational setting.</p>	<p>The OT/PT/SLP's plan for therapy services has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.</p> <p>The plan is loosely related to students' identified needs and ability to access the curriculum in various educational settings.</p>	<p>The OT/PT/SLP's plan for therapy services is coherent and includes evidence-based practices.</p> <p>The plan is related to students' identified needs and ability to access the curriculum in various educational settings.</p>	<p>The OT/PT/SLP's plan is highly coherent and includes evidence-based practices.</p> <p>The plan serves to support students individually and/or in groups within the broader educational program and community.</p>

Domain I for OT/PT/SLP: Planning and Preparation, cont'd

COMPONENT	LEVEL OF PERFORMANCE			
	1	2	3	4
<p>1f: Designing Student Assessments</p>	<p>The OT/PT/SLP's plan for assessing student progress contains no clear criteria or standards, is poorly aligned with the outcomes, or is inappropriate for many students.</p> <p>The results of assessment have minimal impact on the design of future therapy services.</p>	<p>The OT/PT/SLP's plan for student assessment is partially aligned with the outcomes. Assessment criteria and standards have been developed, but they are not clear.</p> <p>The OT/PT/SLP intends to use assessment results to plan for future therapy services for groups of students.</p>	<p>The OT/PT/SLP's plan for student assessment is aligned with the outcomes, is based on clear criteria and standards, and is appropriate for the educational needs of students.</p> <p>The OT/PT/SLP uses assessment results to plan for future therapy services for individual students.</p>	<p>The OT/PT/SLP's plan for student assessment is fully aligned with the outcomes, has clear criteria and standards that show evidence of student contribution to their development.</p> <p>Assessment methodologies have been adapted to students' individual needs as delineated within the IFSPs/IEPs.</p> <p>The OT/PT/SLP uses assessment results to plan future therapy services.</p>
<p>1g: Using Support Personnel</p>	<p>The OT/PT/SLP provides inadequate direction or assistance to assigned support personnel.</p> <p>The OT/PT/SLP usually does not provide instruction to staff on how to monitor therapy services or how to monitor data collection.</p>	<p>The OT/PT/SLP develops student plans for staff to deliver, though activities may not always be appropriate or clear in guiding instruction or therapy services.</p> <p>The OT/PT/SLP delegates duties to assigned support personnel without providing the necessary training to ensure staff has the skills to implement the task.</p> <p>The OT/PT/SLP occasionally monitors for effectiveness of staff delivery and data collection.</p> <p>Consultation is minimal.</p>	<p>The OT/PT/SLP develops clear and detailed student plans that are effective in guiding instruction or services.</p> <p>The teacher and support staff are monitored, with direction and training provided as needed.</p> <p>The OT/PT/SLP monitors the data collection process and suggests appropriate adjustments as needed.</p> <p>Consultation is appropriate and timely.</p>	<p>The OT/PT/SLP creates plans that are extremely effective in guiding instruction or therapy services.</p> <p>The effectiveness of the teacher and support staff is closely monitored, with direction and training provided as needed.</p> <p>The OT/PT/SLP monitors the data collection process and suggests appropriate adjustments as needed.</p> <p>Consultation is thorough.</p> <p>The OT/PT/SLP functions as a mentor to others wishing to improve their skills.</p>

Domain II for OT/PT/SPL: The Environment

COMPONENT	LEVEL OF PERFORMANCE			
	1	2	3	4
<p>2a: Establishing Rapport with Students</p>	<p>The OT/PT/SLP's interactions are negative or inappropriate.</p> <p>Students appear uncomfortable in the therapy setting.</p>	<p>The OT/PT/SLP's interactions are a mix of positive and negative.</p> <p>The OT/PT/SLP's efforts at developing rapport are partially successful.</p>	<p>The OT/PT/SLP's interactions are positive and respectful, reflecting warmth and empathy for the needs of the students.</p> <p>Students appear comfortable in the therapy environment.</p>	<p>Students seek out the OT/PT/SLP, reflecting a high degree of comfort and trust in the relationship.</p>
<p>2b: Managing Therapy Procedures</p>	<p>Much instructional time is lost because of inefficient procedures for transitions and handling of materials.</p> <p>Routines are confused or chaotic.</p> <p>Students are given no instruction to increase levels of independence.</p>	<p>Some instructional time is lost due to inefficient procedures for transitions and handling of materials.</p> <p>Routines function unevenly.</p> <p>Students are given some instruction to increase levels of independence.</p>	<p>Little instructional time is lost as a result of procedures for transitions and handling of materials.</p> <p>Routines function smoothly.</p> <p>Students are provided with instruction to increase levels of independence.</p>	<p>Students contribute to the operation of classroom routines and procedures for transitions, handling of materials.</p> <p>Students are encouraged to be independent in the management of routines and procedures.</p>
<p>2c: Managing Student Behavior</p>	<p>There is no evidence that standards of conduct have been established, and little or no OT/PT/SLP monitoring of student behavior has been provided.</p> <p>Response to student behavior is repressive, disrespectful of student dignity, or does not follow program guidelines or individual student plans.</p>	<p>Standards of conduct appear to have been established, and most students seem to understand them.</p> <p>The OT/PT/SLP is generally aware of student behavior but may miss the activities of some students.</p> <p>The OT/PT/SLP attempts to respond to student behavior but with uneven results, and occasionally follows program guidelines and individual student plans.</p>	<p>Standards of conduct are clear to students, and the OT/PT/SLP monitors student behavior at all times.</p> <p>The OT/PT/SLP's response to student behavior is appropriate and planful, while respecting the students' dignity, and following program guidelines and individual student plans.</p>	<p>Standards of conduct are clear, with evidence of student participation in setting them.</p> <p>The OT/PT/SLP's monitoring of student behavior is positive, subtle, and preventative.</p> <p>The OT/PT/SLP's response to student behavior is highly effective, sensitive to students' individual needs, and consistently follows program guidelines and individual student plans.</p>

Domain II for OT/PT/SPL: The Environment, cont'd

COMPONENT	LEVEL OF PERFORMANCE			
	1	2	3	4
<p>2d: Organizing Physical Space</p>	<p>The physical environment is disorganized, unsafe, or some students don't have access to learning.</p> <p>There is poor alignment between the physical arrangement and the lesson activities.</p>	<p>The physical environment is fairly organized, safe and inviting, and essential learning is accessible to most students.</p> <p>The OT/PT/SLP's use of physical resources, including technology, is moderately effective.</p> <p>The OT/PT/SLP may attempt to modify the physical arrangement to accommodate the special needs of the students, with partial success.</p>	<p>The physical environment is well organized, safe and inviting, and learning is accessible to all students.</p> <p>The OT/PT/SLP ensures that the physical arrangement is appropriate for the learning activities and accommodates for the special needs of the students.</p> <p>The OT/PT/SLP makes effective use of physical resources. Technology is used in an instructionally relevant manner, as appropriate to the needs of the students.</p>	<p>The physical environment is safe and inviting, and ensures the learning of all students, including those with particular learning issues that may be impacted by environmental components.</p> <p>Technology is used in an instructionally relevant manner, as appropriate to the needs of the students.</p>

Domain III for OT/PT/SLP: Delivery of Service

COMPONENT	LEVEL OF PERFORMANCE			
	1	2	3	4
3a: Responding to Referrals and Evaluating Student Needs	<p>The OT/PT/SLP fails to respond to written referrals upon receipt of documentation within the mandated time frame.</p>	<p>The OT/PT/SLP responds to written referrals within the mandated time frame, but response does not fully address the identified areas of concern listed in the referral and/or initiates only portions of the assessments defined in the requested referral.</p>	<p>The OT/PT/SLP responds to a written referral within the mandated time frame and provides a clear explanation of interventions and/or assessments, which have been aligned to the identified areas of need within the referral.</p> <p>The OT/PT/SLP collaborates with some appropriate stakeholders involved with the student's educational program.</p>	<p>The OT/PT/SLP is proactive in responding to written referrals within the mandated time frame and completes the indicated assessments documented in the referral with clear explanations of the interventions/assessments that are provided.</p> <p>The OT/PT/SLP collaborates with all appropriate stakeholders involved with the student's educational program.</p>
3b: Developing and Implementing Therapy Goals to Maximize Students' Successes	<p>The OT/PT/SLP fails to develop and implement therapy goals suitable for students.</p> <p>Goals are not matched with assessment findings.</p> <p>Goals are not written in a functional manner and do not support student success in the educational setting.</p>	<p>The OT/PT/SLP develops and implements therapy goals for students that are only partially suitable for students.</p> <p>Alignment of goals lacks connection with identified student needs.</p> <p>Some goals are written in a functional manner and some goals support student success in the educational setting.</p>	<p>The OT/PT/SLP develops and implements therapy goals that are aligned with assessment findings and identified student needs.</p> <p>Student progress is clearly documented to measure rate of progress and used to update goals as appropriate.</p> <p>Goals are written in a functional manner and support student success in the educational setting.</p>	<p>The OT/PT/SLP develops and implements comprehensive therapy goals for students. Goals are aligned with assessment findings and student needs and developed in collaboration with other team members.</p> <p>Student progress is clearly documented to measure rate of progress and used to update goals and is accessible to all team members.</p> <p>Goals are written in a functional manner and support student success in the educational and community setting.</p>

Domain III for OT/PT/SLP: Delivery of Service

COMPONENT	LEVEL OF PERFORMANCE			
	1	2	3	4
3c: Engaging Students in Therapeutic Services	<p>Strategies, activities and assignments, materials, and groupings of students are inappropriate for the educational outcomes or students' age, cultures, or levels of understanding, resulting in little engagement.</p> <p>The learning experience has no structure or is poorly paced.</p> <p>Few students are engaged in challenging work.</p>	<p>Strategies, activities and assignments, materials, and groupings of students are partially appropriate for the educational outcomes or students' age, cultures, or levels of understanding, resulting in some engagement.</p> <p>The learning experience has a recognizable structure but is not fully maintained with some adequate pacing.</p> <p>Some students are engaged in challenging work.</p>	<p>Strategies, activities and assignments, materials, and groupings of students are appropriate for the educational outcomes and students' age, cultures, and levels of understanding, resulting in moderate levels of engagement.</p> <p>The structure of the learning experience is coherent, with appropriate pace. Most students are engaged in challenging work.</p>	<p>Strategies, activities and assignments, materials, and groupings of students are highly appropriate for the educational outcomes and students' age, cultures, and levels of understanding, resulting in high levels of engagement.</p> <p>The lesson's structure is coherent, with appropriate pace. All students are highly engaged in significant learning and make material contributions to the activities throughout the lesson.</p>
3d: Collecting Information and Writing Reports	<p>The OT/PT/SLP neglects to collect important information on which to develop or modify treatment plans. Reports are inaccurate or not appropriate to the audience.</p>	<p>The OT/PT/SLP collects most of the important information on which to develop or modify treatment plans. Reports are accurate, but lacking in clarity and not always appropriate to the audience.</p>	<p>The OT/PT/SLP collects all the important information to be used in developing or modifying IFSP/ IEP goals or treatment plans. Reports are accurate and appropriate to the audience.</p>	<p>The OT/PT/SLP is proactive in gathering important information, interviewing relevant staff and parents, if necessary. Reports are accurate, clearly written, and substantiated.</p>
3e: Demonstrating Flexibility and Responsiveness	<p>The OT/PT/SLP adheres to the therapy plan, even when a change would improve the services.</p> <p>The OT/PT/SLP does not accept responsibility for student success and has no strategies to draw upon when flexibility in services is</p>	<p>The OT/PT/SLP attempts to modify the therapy plan when needed and is responsive to students' performance.</p> <p>The OT/PT/SLP accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon when flexibility in services is</p>	<p>The OT/PT/SLP promotes the successful learning of all students, making adjustments as needed to therapy plans and accommodating student questions, needs, and interests.</p> <p>The OT/PT/SLP accepts responsibility for student success and</p>	<p>The OT/PT/SLP seizes an opportunity to enhance learning, building on a spontaneous event or student interests.</p> <p>The OT/PT/SLP ensures the success of all students, using an extensive repertoire of strategies.</p>

Domain IV for OT/PT/SLP: Professional Responsibilities

COMPONENT	LEVEL OF PERFORMANCE			
	1	2	3	4
4a: Reflecting on Practice	<p>The OT/PT/SLP does not accurately assess the effectiveness of the therapy experience, and has no ideas about how the experience could be improved</p>	<p>The OT/PT/SLP provides a partially accurate and objective description of the therapy experience, but does not cite specific evidence.</p> <p>The OT/PT/SLP makes only general suggestions as to how the experience might be improved.</p>	<p>The OT/PT/SLP provides an accurate and objective description of the therapy experience, citing specific evidence.</p> <p>The OT/PT/SLP objectively reviews the experience describing strengths and areas for improvement.</p>	<p>The OT/PT/SLP's reflection on the therapy experience is thoughtful and accurate, citing specific evidence.</p> <p>The OT/PT/SLP draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each outcome.</p>
4b: Maintaining Accurate Records	<p>The OT/PT/SLP's systems for maintaining records are either nonexistent or in disarray, resulting in errors and unsupported outcomes in IFSP/IEP records and management</p>	<p>The OT/PT/SLP's systems for maintaining records are rudimentary and data collection is partially effective impacting the accuracy of the IFSP/IEP records and management.</p>	<p>The OT/PT/SLP's systems for maintaining records are accurate, aligned to identified objectives, and effective in monitoring student performance.</p> <p>The IFSP/IEP records are in complete compliance with district, state, and federal requirements and guidelines.</p>	<p>The OT/PT/SLP's systems for maintaining records are accurate, aligned to identified objectives, and effective in monitoring student performance.</p> <p>The IFSP/IEP records are in complete compliance with district, state, and federal requirements and guidelines.</p> <p>Students are encouraged to contribute to data collection in measuring their educational performance.</p>

Domain IV for OT/PT/SLP: Professional Responsibilities, cont'd

COMPONENT	LEVEL OF PERFORMANCE			
	1	2	3	4
<p>4c: Communicating and Collaborating with Stakeholders (Teachers, Related Services Staff, Educational Assistants, Administrators, and Families)</p>	<p>The OT/PT/SLP's communication with relevant stakeholders about the therapy program or about individual students is sporadic or culturally inappropriate.</p> <p>The OT/PT/SLP makes no attempt to engage stakeholders in the educational program.</p>	<p>The OT/PT/SLP adheres to school procedures for communicating with stakeholders about the program or the progress of individual students.</p> <p>Communications are one-way and not always appropriate to the cultural norms of the stakeholders.</p> <p>The OT/PT/SLP makes some effort to engage stakeholders in the educational program.</p>	<p>The OT/PT/SLP's communication with stakeholders is accurate and conveys relevant information about the program and student progress.</p> <p>Information to stakeholders is conveyed in a culturally appropriate manner.</p> <p>The OT/PT/SLP successfully engages stakeholders in determining student learning needs, discussing the educational program and student progress, and planning for the future.</p>	<p>The OT/PT/SLP's communication with stakeholders is highly accurate and conveys relevant information regarding student programming.</p> <p>Response to stakeholders' concerns is handled with professionalism and cultural sensitivity.</p> <p>The OT/PT/SLP is highly successful in collaborating with stakeholders in determining student learning needs, discussing the educational program and student progress, and planning for the future.</p>
<p>4d: Participating in a Professional Community</p>	<p>The OT/PT/SLP's relationships with colleagues are negative or not collaborative.</p> <p>The OT/PT/SLP does not participate in a culture of inquiry and resists opportunities to become involved.</p>	<p>The OT/PT/SLP maintains cordial relationships with colleagues to fulfill duties that the program, school or district requires.</p> <p>The OT/PT/SLP becomes involved in the program's culture of inquiry when invited to do so.</p>	<p>Relationships with colleagues are characterized by mutual support, respect, and cooperation.</p> <p>The OT/PT/SLP actively participates in a culture of professional inquiry.</p>	<p>Relationships with colleagues are characterized by mutual support, respect, and cooperation.</p> <p>The OT/PT/SLP takes initiative in assuming a leadership role in at least one aspect of school or district life.</p>

Domain IV for OT/PT/SLP: Professional Responsibilities, cont'd

COMPONENT	LEVEL OF PERFORMANCE			
	1	2	3	4
<p>4e: Growing and Developing Professionally</p>	<p>The OT/PT/SLP does not participate in professional development activities and makes no effort to share knowledge with colleagues.</p> <p>The OT/PT/SLP does not incorporate feedback from supervisors or colleagues.</p>	<p>The OT/PT/SLP participates in professional development activities that are convenient or are required, and makes limited contributions to the profession.</p> <p>The OT/PT/SLP inconsistently incorporates feedback from supervisors and colleagues.</p>	<p>The OT/PT/SLP seeks out opportunities for professional development based on program need or individual assessment of need and/or the needs of the students assigned to his/her caseload.</p> <p>The OT/PT/SLP actively shares expertise with others.</p> <p>The OT/PT/SLP is receptive to and consistently incorporates feedback from supervisors and colleagues.</p>	<p>The OT/PT/SLP actively pursues professional development opportunities and initiates activities to contribute to the profession.</p> <p>The OT/PT/SLP seeks feedback from supervisors and colleagues and uses the feedback to grow professionally.</p>
<p>4f: Showing Professionalism</p>	<p>The OT/PT/SLP has little sense of ethics and professionalism and contributes to practices that are not collaborative or harmful to students.</p> <p>The OT/PT/SLP fails to comply with school, district, state, and federal regulations and timelines, providing an insufficient level of service in service coordination/case management responsibilities</p>	<p>The OT/PT/SLP is collaborative, honest and well intentioned in serving students and contributing to decisions in the program/school.</p> <p>The OT/PT/SLP complies minimally with school, district, state, and federal regulations and timelines, providing a minimal level of service in service/coordination case management responsibilities.</p>	<p>The OT/PT/SLP displays a high level of ethical practice and professionalism in dealings with students, colleagues, and stakeholders.</p> <p>The OT/PT/SLP complies fully and voluntarily with school, district, state, and federal regulations and timelines.</p> <p>In providing special education services, the OT/PT/SLP efficiently fulfills service coordination/case management responsibilities.</p>	<p>The OT/PT/SLP is proactive and assumes a leadership role in making sure that educational practices and procedures ensure that all students, particularly those with special needs or students at risk are appropriately supported so that they have a reasonable opportunity to be active members of their school community.</p> <p>The OT/PT/SLP displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school, district, state, and federal regulations.</p> <p>The OT/PT/SLP comprehensively fulfills service/coordination/case management responsibilities.</p>

Domain IV for OT/PT/SLP: Professional Responsibilities, cont'd

COMPONENT	LEVEL OF PERFORMANCE			
	1	2	3	4
<p>4g: Organizing Time Effectively</p>	<p>The OT/PT/SLP lacks adequate time-management skills resulting in confusion, missed deadlines, and conflicting schedules.</p> <p>Priorities are not in alignment with program priorities.</p>	<p>The OT/PT/SLP's time-management skills are moderately well developed.</p> <p>Essential activities are carried out, but not always in the most efficient manner.</p>	<p>The OT/PT/SLP exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in a timely and efficient manner.</p> <p>The OT/PT/SLP clearly communicates his or her schedule to team members.</p>	<p>The OT/PT/SLP demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner.</p> <p>The OT/PT/SLP clearly and consistently communicates his or her schedule to team members.</p>