



NORTH DUPAGE SPECIAL EDUCATION COOPERATIVE

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# Professional Licensed Staff Appraisal

Packet #1

- The Evaluation Process -



NORTH DUPAGE SPECIAL EDUCATION COOPERATIVE

## **Licensed Professional Staff Appraisal Plan**

### **Introduction**

The North DuPage Special Education Cooperative (NDSEC) Professional Appraisal Plan assesses licensed professional staff performance based on the four domains of professional skills found in the Danielson “Framework for Teaching: Evaluation Instrument” 2013. Professional staff include all licensed classroom and itinerant teachers, speech-language pathologists, vocational facilitators, social workers, occupational therapists, physical therapists, licensed school nurses, and school psychologists (hereinafter “Staff”) employed by the Board.

Four domains and elements within each domain provide the framework for the appraisal process, define the scope of the program, and facilitate the focus on the specific elements of professional practice. Each discipline has a rubric defining each domain and associated elements.

The NDSEC Professional Plan Joint Committee has reviewed the Performance Evaluation Reform Act (PERA 2010), which includes professional practice and student growth. For licensed teachers, including classroom, hearing itinerant, vision itinerant, adaptive PE and vocational, the student growth component is outlined in the *NDSEC Teacher Evaluation Plan Related to Student Growth*.

### **2015-16 Committee Members include:**

Melanie Bogue, Teacher  
Abigail Currie, Hearing Itinerant Teacher  
Kelly Gould, Private Placement & Related Services Coordinator  
Rosemary Nizzi, TLC Principal & ALSP Coordinator  
Todd Putnam, Director of Programs & Services  
Laura Robinson, School Nurse  
Julie Sacco, Teacher  
Lisa Sporer, School Social Worker  
Karin Stevens, NDSEC Special Education Coordinator  
Lori Wissinger, Physical Therapist

Original committee members were: Melanie Bogue, Dr. Lea Anne Frost, Donna LaRocca, Cheryl Riley, Julie Sacco, Karin Stevens, and Angela Tennant.

The NDSEC plan of performance appraisal includes steps for monitoring, assessment and revision. It is assumed the plan must be monitored, assessed and revised after it has been implemented. The Evaluation Committee will meet on an annual basis to review, refine and revise procedures and forms as necessary. Redefinition of performance criteria will be considered as necessary.

### **Philosophy of Evaluation**

The primary purpose of the evaluation process is to enhance quality instruction, encourage professional growth, and improve student achievement for all students of the North DuPage Special Education Cooperative.

### **Overview**

The North DuPage Special Education Cooperative selects professional staff of the highest caliber and holds high expectations for their professional performance. Evaluation of non-tenured and tenured staff is viewed as critical to the success of the individual and the Cooperative in serving students and the community. This system is designed to provide staff with a clear understanding of the Cooperative's performance standards, feedback regarding professional effectiveness, and support for growth.

The performance appraisal system is built around two major concepts: Formative Appraisal and Summative Evaluation.

### **Formative Appraisal (Observation/Evaluation)**

Formative appraisal is intended to improve individual staff performance. Appraisal focuses on identification of strengths and weaknesses, identification of staff development strategies, and resources to address areas in need of improvement. The formative appraisal consists of both informal and formal observations.

### **Time Lines**

Any time lines for the completion of an observation, conference, Formative or Summative Evaluation, Professional Development Plan or Remediation Plan may, at the Evaluator's discretion, be extended if the employee utilizes an FMLA leave or otherwise misses more than five (5) workdays during the pertinent time period. If the Evaluator determines to extend one or more time lines, the affected staff member shall be notified in writing by the Evaluator and the Association President provided with a copy thereof. There is also an exception for staff hired after November 15. The observation time lines will be extended to ensure new staff are not evaluated more than once in a three-week period. Therefore, the Summative Evaluation may be completed after February 28.

### **Informal Observations**

The primary purpose of informal observation is to validate and support effective instruction on a continual basis. In addition, informal observations lend to a more thorough evaluation of staff performance. Informal observation is a natural process, which acknowledges performance beyond the formal observation.

Informal observations include any and all things that reflect overall professional competencies. Informal observation is, as the name implies, informal. It is ongoing and could take place in a variety of professional environments. It may be considered to be part of any or all interactions, between professionals. It may include:

- lesson observations, classroom walk-throughs, and school activities outside the classroom;
- focus on professional behavior in a variety of school settings and/or between a variety of individuals: students, colleagues, parents, administrators or other school staff;
- annual reviews, IEP conferences, parent-teacher conferences

Informal observation may be of any duration and may be conducted as often as the evaluator considers appropriate. At least one (1) informal observation is required for all staff. If data is to be used from an informal observation in the evaluation, staff will receive written notification within 10 days of the observation and be given the opportunity to meet with the evaluator to discuss.

### **Formal Observation(s)**

A formal observation for tenured staff consists of at least one visitation of no less than 45 consecutive minutes, a complete lesson, or an entire class period in a classroom/work setting. All staff who are to be evaluated will be given written notification prior to students' first day of attendance. Each formal observation must be documented by a written observation report completed and reviewed by the evaluator with the staff member within 10 working days.

A minimum of two (2) formal observations and one (1) informal observation are required for non-tenured staff for the first four years. Evaluators may initiate additional formal and informal observations at their discretion.

**The first Formative Evaluation for non-tenured staff must be completed by November 15 and the second by January 31.**

**The Summative Evaluation for tenured and non-tenured staff must be completed no later than February 28.**

### **Pre-Observation Conference**

The purpose of a pre-observation conference is for the staff member to provide the evaluator with information regarding the objectives of the lesson to be observed, the prior instruction of students, the learning activities or methods to be used to meet the stated objectives and/or any relevant characteristics of the learning environment. All staff will complete a pre-observation form and submit to the evaluator prior to the pre-conference. The pre-observation form serves as a guide for discussion between the staff member and evaluator. Not all areas on the pre-observation form need to be addressed in each pre-observation conference.

### **Post-Observation/Formative Evaluation Conference**

A post-observation reflection form is required for the staff member to submit to the evaluator within three days following each formal observation. The evaluator will hold the formative evaluation conference with the staff member within 10 working days following completion of the formal observation.

The conference will focus on discussion of the observation and other factors deemed relevant to the performance of responsibilities listed in the position description and standards of professional practice. The evaluator will share with the staff member indicators of performance related to the position description. In addition to the formal observation, data sources may include lesson plans, student work samples, records or other appropriate materials to substantiate performance. Strengths and weaknesses will be discussed and recommendations for growth and/or improvement will be formulated. The staff member may attach additional comments or include a response to the observation report, if desired.

### **Summative Evaluation**

The summative evaluation reflects the overall effectiveness of the staff member. It further provides data to assist personnel decisions and assignment, transfers, promotions and continuing employment. Illinois Ed Reform (Senate Bill 7, P.A. 97-0008) requires teacher performance-based evaluations under the Performance Evaluation Reform Act (PERA). The summative evaluation is utilized for all staff.

### **Summative Evaluation Conference Report**

An annual summative evaluation (biennial for tenured staff) conference will be completed for each licensed professional staff member no later than February 28. The summative evaluation will focus on the staff member's overall performance throughout the year and will include information gained through formal and informal observations, conferences between the evaluator and evaluatee, and other data sources cited as appropriate to substantiate performance. Such other data sources may include lesson plans, student work samples, records, or other materials relevant to performance assessment.

The summative evaluation will consist of an overall evaluative rating: Unsatisfactory, Needs Improvement, Proficient, or Excellent.

The Summative Evaluation Conference Report will be signed by both parties and be included in the staff member's personnel file. The signature of the staff member does not necessarily indicate agreement with the written evaluation, but rather shall indicate that the conference and the discussion have been held and that the staff member is in receipt of a copy of the written evaluation.

**Evaluation Requirements**

<b>Non-Tenured</b>	<b>Tenured (during evaluation year)</b>
<b>1) Pre-Observation Form (goal setting)</b>	<b>1) Pre-Observation Form (goal setting)</b>
<b>2) Minimum one (1) informal evaluation</b>	<b>2) Minimum one (1) informal evaluation</b>
<b>3) Minimum two (2) formal observations/evaluations and one (1) summative evaluation</b>	<b>3) Minimum one (1) formative observation/evaluation and one (1) summative evaluation</b>
<b>4) Post-Observation Reflection Form</b>	<b>4) Post-Observation Reflection Form</b>

## **Professional Development Plan (PDP) for Tenured Professionals**

### **Premise**

Non-tenured staff shall be formally evaluated (formative, summative) annually using the same evaluation instrument as tenured staff for the first four years of employment. Non-tenured staff is not entitled to a PDP in the event of a “needs improvement” rating.

Within 30 school days of the completion of a summative evaluation rating of a tenured staff member as “needs improvement”, the evaluator, in consultation with the staff member, must create a PDP that is directed to the areas of needed improvement. The PDP includes defined areas of professional practice that need to be improved and types of evidence towards progress/achievement of goal. The plan also must describe any support the Cooperative will provide to address any areas identified as needing improvement (PERA 2010).

### **Purpose**

The purpose of the Professional Development Plan for tenured professionals is:

- 1) To enable an administrator to assist a tenured professional needing assistance in any of the Domains for Professional Practice.
- 2) To enable a tenured professional the opportunity to seek assistance in any of the Domains for Professional Practice.
- 3) To provide more specific guidance and assistance for the resolution of concerns identified in the summative evaluation for tenured staff.
- 4) To provide an opportunity for the staff member to demonstrate performance at a proficient or better rating.

The Professional Development Plan (PDP) for tenured professionals will be discussed at an initial meeting to be held within thirty (30) school days of the final meeting of the summative evaluation. During the PDP phase, intensive supervisory procedures and timelines will be established collaboratively. These procedures will be referred to on the PDP Action Plan Form.

The Professional Development Plan for tenured professionals will include:

- 1) A statement(s) identifying the concern(s) relative to the Domains for Professional Practice;
- 2) An identification of individuals involved in the plan;
- 3) A listing of activities/procedures to be initiated and utilized;
- 4) A listing of resources to be allocated for plan implementation and completion including but not limited to materials, staff development and budgetary considerations;
- 5) A timeline indicating implementation dates, final review dates, and meeting dates to review progress on the plan. All PDPs must be scheduled for a minimum of 30 school days and two observations/conferences.

Changes can be made to a PDP that is in process as long as the administrator and staff member agree to such changes.

At the end of a PDP, the evaluator will schedule a formal observation to complete a summative evaluation. If the summative evaluation identifies new areas of concern (rating of “needs improvement”), the PDP process will be initiated for those areas.

If the summative evaluation results in an “unsatisfactory”, the remediation process will be initiated.

When a staff member achieves a rating of “proficient” or “excellent” on the summative evaluation following a PDP, they must partake in a minimum of three observations in the following year: two of which must be formal, one informal, and a summative evaluation.

## Remediation Plan

The Remediation Plan is initiated if a tenured staff member receives a rating of “unsatisfactory” on the summative evaluation. Non-tenured staff is not entitled to a remediation plan in the event of an unsatisfactory rating.

1. The Remediation Phase will be discussed at an initial meeting to be held within 5 school days of the summative evaluation conference.
2. The Remediation Plan must be implemented within 30 school days after receipt of an unsatisfactory evaluation.
3. The Remediation Plan must continue for 90 school days.
4. The consulting staff member shall participate in the development of the plan.
5. A “consulting staff member” is defined in the statute as a staff member with reasonable familiarity with the subject area of the staff member under remediation, has been rated “excellent” on his/her most recent evaluation, and has at least 5 years experience. If no one within the cooperative meets these criteria, the statute allows the cooperative to request the regional superintendent to provide a list of such individuals.
6. An open-format form is included to reflect the issues unique to each staff member under remediation.
7. A staff member shall be issued a minimum mid-point and final evaluation using the Professional Practice Rubric while on remediation. The mid-point evaluation must be within 45 school days of the start date of the remediation plan and the final evaluation must be provided within 10 school days after conclusion of the remediation plan. Each evaluation must assess the staff member’s performance during the time period since the prior evaluation. The final evaluation shall also include an overall evaluation of the staff member’s performance during the remediation period. The evaluator will use the forms provided for the annual evaluation of staff in the cooperative’s evaluation plan.
8. If the staff member fails to complete the remediation period with a rating equal to or better than “proficient”, he/she must be dismissed per Section 24-12 of the School Code.
9. If a staff member receives a proficient or an excellent rating, the evaluation cycle resumes at year one of the evaluation cycle and a summative evaluation the following year which will include a minimum of 3 observations, two of which must be formal.





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# Professional Licensed Staff Appraisal

## Packet #2 - Evaluation Process Forms -



**NDSEC**  
**SPECIAL EDUCATION CERTIFIED STAFF PRE-OBSERVATION PLANNING RECORD**

Staff Member: \_\_\_\_\_ Evaluator: \_\_\_\_\_

Building: \_\_\_\_\_ Program/Grade Level: \_\_\_\_\_ Content Area: \_\_\_\_\_

Pre-Observation Date: \_\_\_\_\_ Observation Date: \_\_\_\_\_ Post-Observation Date: \_\_\_\_\_

<p>1. Briefly describe the relevancy of this activity, including any difficulties you anticipate. (This may include, but is not limited to, students, staff, learning environment, etc.)</p>	<p>4. How do you plan to engage participants in the content? What will you do? What will the participants do?</p>
<p>2. What are your goals and objectives for this activity? Why are these goals suitable?</p>	<p>5. What instructional materials or other resources will you use?</p>
<p>3. How do these goals support the standards relevant to your role? (Ex: CCSS, ITPL, SEL, etc.)</p>	<p>6. How do you plan to gather data and assess achievement of the goals? How do you plan to make use of the results of the assessment?</p>

**North DuPage Special Education Cooperative  
Post-Observation Reflection Form – Completed by Staff**

Staff Member: \_\_\_\_\_ Evaluator: \_\_\_\_\_  
Building: \_\_\_\_\_ Program/Grade Level: \_\_\_\_\_ Content Area: \_\_\_\_\_  
Pre-Observation Date: \_\_\_\_\_ Observation Date: \_\_\_\_\_ Post-Observation Date: \_\_\_\_\_

**Please complete questions and return to evaluator (within 3 days of the observations) for discussion at the conference.**

1. In general, how successful was the activity? Did the participants learn what you intended for them to learn? How do you know?

2. Did you alter your goals or instructional plan as you led the activity? If so why?

3. Comment on your delivery procedures, participant conduct, and use of physical space. To what extent did those contribute to achieving your objective?

4. If you are able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding?

**Staff are encouraged to bring to the post-conference evidence and artifacts to demonstrate knowledge of which domains may or may not have been observed.**



## II. Professional Development Plan Form

Name: \_\_\_\_\_ Supervisor/Evaluator: \_\_\_\_\_

Date of Meeting: \_\_\_\_\_ Approximate Start Date: \_\_\_\_\_

Approximate End Date: \_\_\_\_\_

### PDP Priorities:

A. Domain / Component		Indicators for Effective Teaching (e.g., Critical Attributes):
Date of Development	Improvement Strategies/Tasks	Staff Support and Resources:
Date of Updates	Action Plan – Indicators of Success	Staff Support and Resources
B. Domain / Component		Indicators for Effective Teaching (e.g., Critical Attributes):
Date of Development	Improvement Strategies/Tasks	Staff Support and Resources:
Date of Updates	Action Plan – Indicators of Success	Staff Support and Resources
C. Domain / Component		Indicators for Effective Teaching (e.g., Critical Attributes):
Date of Development	Improvement Strategies/Tasks	Staff Support and Resources:
Date of Updates	Action Plan – Indicators of Success	Staff Support and Resources
D. Domain / Component		Indicators for Effective Teaching (e.g., Critical Attributes):
Date of Development	Improvement Strategies/Tasks	Staff Support and Resources:
Date of Updates	Action Plan – Indicators of Success	Staff Support and Resources

### III. Signature Section

Duration of the PDP is determined in Section I.

#### PDP Initial Signatures

Evaluator:		Staff Member:	
Date:		Date:	

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#### PDP Observation/Conference Signatures: (This block may be repeated.)

Evaluator:		Staff Member:	
Date:		Date:	
Comments:			

Administrator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Staff Member's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Distribution List: Personnel File  
Staff Member  
Building Administrator/Evaluator

## North DuPage Special Education Cooperative Remediation Plan

Staff Member: \_\_\_\_\_ Evaluator/Supervisor: \_\_\_\_\_

Consulting Staff  
Member \_\_\_\_\_

Date of Initiation: \_\_\_\_\_ Date of Mid-Point Evaluation: \_\_\_\_\_ Date of Final Evaluation: \_\_\_\_\_

**Initial Meeting:**

Concerns: \_\_\_\_\_

Educator Plan: \_\_\_\_\_

Follow-Up Date: \_\_\_\_\_

Staff Member Signature: \_\_\_\_\_ Evaluator Signature: \_\_\_\_\_

**Follow-Up Meeting:** (This block may be repeated.)

Progress: \_\_\_\_\_

Continued or additional concerns: \_\_\_\_\_

Follow-Up Date: \_\_\_\_\_

Staff Member Signature: \_\_\_\_\_ Evaluator Signature: \_\_\_\_\_





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## Staff Appraisal

Packet #3

- Evaluation Rubric – OT/PT -

## Domain 1 – Planning & Preparation

### Professional Inquiry:

Does the staff member demonstrate knowledge of:

- Content and content related pedagogy
- Child and adolescent development
- The learning process
- Students' interests
- Students' cultural heritage
- Students' special needs
- Setting an instructional outcome that allows students to develop their understanding of how critical concepts relate to each other
- Establishing instructional outcomes identifying exactly what students will be expected to learn
- How to access materials that align with learning outcomes, that further staff member's professional knowledge and that are at the students' instructional level
- How to design instruction that allows students to progress through the content, is appropriate to the learning and organized to meet the learning needs of the students
- The ability to plan lessons and units that are clear and sequential and that meet the needs of all students
- Utilizing assessments that are aligned with learning expectations/instructional outcomes, are clearly defined and planned as part of the instructional process
- How to utilize assessment data to guide future instructional planning?

**Domain 1 – Planning & Preparation – Component 1a: Demonstrating Knowledge and Skill in School-based Occupational Therapy Practice**

	<b>Unsatisfactory (1)</b>	<b>Needs Improvement (2)</b>	<b>Proficient (3)</b>	<b>Excellent (4)</b>
1a: Demonstrating Knowledge and Skill in School-based Occupational Therapy Practice	Rarely demonstrates knowledge and skill in school-based practice	Occasionally demonstrates knowledge and skill in school-based practice.	Frequently demonstrates knowledge and skill in school-based practice.	Consistently demonstrates advanced knowledge and skill in school-based practice. Therapist is considered a resource in their discipline.
1a: Critical Attributes	<p>The therapist is unable to rationalize why one therapeutic strategy was chosen over another.</p> <p>The therapist is unfamiliar with the content and does not provide clear explanations of the content.</p> <p>The therapist does not identify where students of same age/grade are functioning and is unaware of deficits related to disability in order to develop therapeutic interventions.</p>	<p>The therapist can occasionally rationalize why one therapeutic strategy was chosen over another.</p> <p>The therapist is familiar with the content but inconsistently provides clear explanations of the content.</p> <p>The therapist inconsistently identifies where students of same age/grade are functioning and has limited awareness of deficits related to disability in order to develop therapeutic interventions.</p>	<p>Frequently articulates fluent understanding of scope of practice.</p> <p>Frequently articulates knowledge of district, state, and federal regulations and guidelines.</p> <p>The therapist can rationalize why one therapeutic strategy was chosen over another.</p> <p>The therapist consistently provides clear explanations of the content.</p> <p>The therapist can identify where students of same age/grade are functioning and are aware of deficits related to disability in order to develop therapeutic interventions.</p>	<p>Consistently articulates fluent understanding of scope of practice.</p> <p>Consistently demonstrates knowledge of district, state, and federal regulations and guidelines.</p> <p>In addition to the characteristics of “proficient”,</p> <ul style="list-style-type: none"> <li>· The therapist utilizes intra- and inter-disciplinary content relationships in the development of treatment strategies.</li> <li>· The therapist is proactive in uncovering student learning needs/style and addressing them before proceeding.</li> <li>· The therapist stays current on theoretical models</li> </ul>

**Domain 1 – Planning & Preparation – Component 1b: Demonstrating Knowledge of Students**

	<b>Unsatisfactory (1)</b>	<b>Needs Improvement (2)</b>	<b>Proficient (3)</b>	<b>Excellent (4)</b>
1b: Demonstrating Knowledge of Students	Therapeutic interventions for students are rarely evident, nor are they appropriate to either the situation or the age/development of the students. Therapist demonstrates little knowledge of student and their needs.	Therapeutic interventions for students are rudimentary, and are only occasionally suitable to the situation and the age of the students. Therapist demonstrates some knowledge and understanding of students' needs but has difficulty analyzing needs and addressing them through therapy.	Therapeutic interventions for students are frequently clear and appropriate to the needs and age of students. Therapist demonstrates knowledge of students and is able to articulate rationale to address student needs and interests.	Therapeutic interventions for students are frequently clear and appropriate to the needs and age of students. Therapist demonstrates knowledge of students and is able to articulate rationale to address student needs and interests.
1b: Critical Attributes	<p>The therapist does not understand child development characteristics and has unrealistic expectations for students</p> <p>The therapist is not aware of student interests or cultural heritages</p> <p>The therapist does not take responsibility to learn about student's interests or special needs</p>	<p>The therapist inconsistently differentiates for individual student learning needs and/or inconsistently incorporates this knowledge in developing therapeutic interventions</p> <p>The therapist recognizes that children have different cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.</p> <p>The therapist is aware of the range of interests and special needs but rarely draws on their contributions or differentiates materials to accommodate those differences.</p>	<p>The therapist demonstrates knowledge/understanding of typical and atypical child/adolescent development.</p> <p>The therapist demonstrates knowledge and understanding of cultural community, learning styles, and interests.</p> <p>The therapist demonstrates a clear and appropriate knowledge of the students' developmental level/abilities.</p> <p>The therapist articulates a plan for appropriate activities based on the child's needs, interests and educational goals being addressed.</p> <p>The therapist plans an activity that is fun and motivating for the students.</p> <p>The therapist differentiates for individual student learning needs and incorporates this knowledge in developing therapeutic interventions</p>	<p>Along with the features in Proficient:</p> <p>The therapist consistently collaborates with relevant team members to plan appropriate and effective interventions.</p> <p>In addition to the characteristics of "proficient",</p> <ul style="list-style-type: none"> <li>• The therapist actively seeks out information about students in order to effectively design therapeutic interventions</li> <li>• The therapist actively seeks out information about students' cultural heritage</li> </ul>

			<p>The therapist is aware of the different backgrounds/ cultural groups in the class and incorporates this knowledge in developing therapeutic interventions</p> <p>The therapist is aware of the range of interests and special needs of students in the class and incorporates this knowledge in developing therapeutic interventions</p>	
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**Domain 1 – Planning & Preparation – Component 1c: Setting Therapeutic Outcomes**

	<b>Unsatisfactory (1)</b>	<b>Needs Improvement (2)</b>	<b>Proficient (3)</b>	<b>Excellent (4)</b>
1c: Setting Therapeutic Outcomes	Recommendations and therapy outcomes are rarely based on interpretation of evaluation results and/or data collection of student performance. Goals are unrelated to individual needs of students, the context/setting, nor aligned with Common Core and/or State Standards.	Recommendations and therapy outcomes are occasionally based on interpretation of evaluation results and/or data collection of student performance. Goals are occasionally related to individual needs of students, the context/setting, and infrequently aligned with Common Core and/or State Standards.	Recommendations and therapy outcomes are frequently based on interpretation of evaluation results and/or data collection of student performance. Goals are related to individual needs of students, the context/setting, and aligned with Common Core and/or State Standards.	Recommendations and therapy outcomes are consistently based on comprehensive interpretation of evaluation results and/or data collection of student performance. Goals are consistently related to individual needs of students, the context/setting, and aligned with Common Core and/or State Standards. In addition, goals are consistently developed through collaboration with team members.
1c: Critical Attributes	<p>Outcomes/goals:</p> <ul style="list-style-type: none"> <li>. are not specific, measurable, attainable, realistic and time sensitive</li> <li>. are not aligned with the State standards</li> <li>. are not differentiated based on the unique needs of individual students</li> </ul>	<p>Few outcome/goals:</p> <ul style="list-style-type: none"> <li>. are specific, measurable, attainable, realistic and time sensitive</li> <li>. are aligned with the State standards</li> <li>. are differentiated based on the unique needs of individual students</li> </ul>	<p>Therapist frequently interprets comprehensive evaluation results to make therapy recommendations.</p> <p>Therapist frequently links therapy goals to Common Core and/or State Standards.</p> <p>Therapist frequently collaborates with team members to develop student goals.</p> <p>Most outcome/goals:</p> <ul style="list-style-type: none"> <li>. are specific, measurable, attainable, realistic and time sensitive</li> <li>. are aligned with the State standards</li> <li>. are differentiated based on the unique needs of individual students</li> </ul>	<p>Therapist consistently interprets comprehensive evaluation results to make therapy recommendations.</p> <p>Therapist consistently links therapy goals to Common Core and/or State Standards.</p> <p>Therapist consistently collaborates with team members to develop student goals.</p> <p>All outcomes/goals:</p> <ul style="list-style-type: none"> <li>. are specific, measurable, attainable, realistic and time sensitive</li> <li>. are aligned with the State standards</li> <li>. are differentiated based on the unique needs of individual students</li> </ul>

Domain 1 – Planning & Preparation – Component 1d: Articulates Knowledge of Resources, Both Within and Beyond the School and District				
	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
1d: Articulates Knowledge of Resources, Both Within and Beyond the School and District	Articulates little or no knowledge of resources offered through the school/district and beyond.	Articulates basic knowledge of resources offered through the school/district and beyond.	Articulates general knowledge of resources offered through the school/district and beyond.	Articulates thorough knowledge of resources offered through the school/district and beyond.
1d: Critical Attributes	<p>The therapist:</p> <ul style="list-style-type: none"> <li>. does not seek out resources available to expand his/her own skills</li> <li>. although aware of some student needs, does not inquire about possible resources</li> </ul>	<p>The therapist::</p> <ul style="list-style-type: none"> <li>- is aware of materials but inconsistently differentiates for student needs</li> <li>- uses Cooperative resources only</li> <li>- solely uses resources specific to The therapist's discipline</li> <li>- rarely makes resources accessible to students and families</li> </ul>	<p>Therapeutic resources are at varied levels.</p> <p>Therapist provides internet resources.</p> <p>Resources are multidisciplinary</p> <p>Therapist shares resources with professional learning groups and organizations.</p> <p>The therapist:</p> <ul style="list-style-type: none"> <li>- uses materials that are differentiated based on student needs</li> <li>- uses the various resources listed above</li> <li>- uses multi-disciplinary resources</li> <li>- makes resources accessible to students and families</li> </ul>	<p>In addition to the characteristics of "proficient":</p> <p>Therapist resources are matched to student's skill level.</p> <p>Therapist has ongoing relationship with colleges and universities that support student learning.</p> <p>Therapist maintains log of resources for parent reference.</p> <p>Therapist supports parent contact with resources outside the school.</p> <p>In addition to the characteristics of "proficient",</p> <ul style="list-style-type: none"> <li>- The therapist is sought out as a resource by students and families</li> <li>- The therapist actively shares/promotes resources</li> </ul>

**Domain 1 – Planning & Preparation – Component 1e: Planning/Designing Occupational Therapy Interventions**

	<b>Unsatisfactory (1)</b>	<b>Needs Improvement (2)</b>	<b>Proficient (3)</b>	<b>Excellent (4)</b>
1e: Planning/Designing Occupational Therapy Interventions	The plan for occupational therapy services consists of a random collection of unrelated activities. Activities lack coherence, a relevant clinical rationale, and are unrelated to the student's needs. Therapist does not or rarely collaborates with team.	The plan for occupational therapy services are based on relevant clinical rationale, and include minimally appropriate activities, but do not fully address the student's need to participate in the curriculum. Therapist occasionally collaborates with the team.	The plan for coherent occupational therapy services is based on relevant clinical rationale, includes diagnostically relevant activities, and is related to the student's ability to access the curriculum across educational environments. Therapist frequently collaborates with team members.	Therapist's plan is highly coherent and serves to support students individually and/or in groups within the broader educational program and community. Therapist's knowledge of content, resources, and student performance is strongly aligned to Common Core and/or State Standards. Therapist is proactive in consistent collaboration with team members.
1e: Critical Attributes	<p>The plan for OT services rarely supports access and participation in the student's educational program.</p> <ul style="list-style-type: none"> <li>Interventions are not well aligned to the outcomes</li> <li>Activities provide no opportunity for student growth and independence</li> <li>Groups and/or individual sessions do not address student needs</li> <li>The therapist does not provide any appropriately challenging activities or resources</li> </ul>	<p>The plan for OT services occasionally supports access to and participation in the student's educational program.</p> <ul style="list-style-type: none"> <li>Interventions are moderately aligned to outcomes</li> <li>Activities provide limited opportunity for student growth and independence</li> <li>Groups and/or individual sessions lack organization</li> <li>The therapist does not provide a variety of appropriately challenging activities and resources</li> </ul>	<p>The plan for OT services frequently supports access to and participation in the student's educational program.</p> <ul style="list-style-type: none"> <li>Interventions are aligned to outcomes</li> <li>Activities provide opportunity for student growth and independence</li> <li>Groups and/or individual sessions are organized to maximize student strengths</li> <li>The therapist provides a variety of appropriately challenging activities and resources</li> </ul>	<p>The plan for OT services consistently supports access to and participation in the student's educational program.</p> <p>In addition to the characteristics of "proficient":</p> <ul style="list-style-type: none"> <li>Activities permit student choice</li> <li>Learning experiences connect to other disciplines</li> <li>Interventions are differentiated for individual student needs</li> </ul>



**Domain 1 – Planning & Preparation – Component 1f: Developing a Plan to Evaluate Occupational Therapy Services to Meet the Needs of Individual Students Within a School-Based Program**

	<b>Unsatisfactory (1)</b>	<b>Needs Improvement (2)</b>	<b>Proficient (3)</b>	<b>Excellent (4)</b>
1f: Developing a Plan to Evaluate Occupational Therapy Services to Meet the Needs of Individual Students Within a School-Based Program	Therapist rarely has a system in place to evaluate occupational therapy services.	Therapist occasionally has a system in place to evaluate occupational therapy services.	Therapist frequently has a system in place to evaluate occupational therapy services.	Therapist consistently has a system in place to evaluate occupational therapy services.
1f: Critical Attributes	<p>Therapist rarely has a system in place that is organized around clear goals and data collection.</p> <p>Chooses inappropriate assessments to measure student progress</p> <p>Data collection methods are not adequate to assess goal progress</p> <p>Does not assist others in developing and/or modifying appropriate progress monitoring tools</p>	<p>Therapist occasionally has a system in place that is organized around clear goals and data collection.</p> <p>Inconsistently chooses appropriate assessments to measure student progress</p> <p>Inconsistently develops data collection methods in order to assess goal progress</p> <p>Seldomly assists others in developing and/or modifying appropriate progress monitoring tools</p>	<p>Therapist frequently has a system in place that is organized around clear goals and data collection.</p> <p>Chooses appropriate assessments to measure student progress</p> <p>Develops data collection methods in order to assess goal progress</p> <p>Assists others in developing and/or modifying appropriate progress monitoring tools</p>	<p>Therapist consistently has a system in place that is organized around clear goals and data collection.</p> <p>In addition to the characteristics of “proficient”:</p> <p>Is a leader in streamlining data collection</p> <p>Is viewed as a resource for designing assessments and/or progress monitoring tools</p> <p>Progress monitoring tool is utilized by colleagues</p> <p>Real world applications are considered when designing assessments</p>

## Domain 2 – The Classroom Environment

### Professional Inquiry:

Does the therapist demonstrate knowledge of:

- Staff member interactions with students
- Student interactions with other students as facilitated by the staff member
- Demonstrates the importance of content
- Clear expectations for learning and achievement are evident
- Staff members ensure that students have pride in their work
- Group instruction is well managed; there is evidence that groups are structured for optimal learning
- Transitions between lessons and classes are well managed
- Materials and supplies are well managed and organized
- Non-instructional duties are done without interruption of instruction
- Appropriate supervision of volunteers and paraprofessionals is evident
- Expectations for student behavior are evident and appropriate
- Monitoring of behavior is consistent for all students
- Responses to behavior are consistent with respect for student dignity and developmental levels
- The class is organized and free of hazards
- Accommodations for students to make learning accessible for all students is evident

**Domain 2: The Classroom Environment – Component 2a – Creating an Environment of Respect and Rapport**

	<b>Unsatisfactory (1)</b>	<b>Needs Improvement (2)</b>	<b>Proficient (3)</b>	<b>Excellent (4)</b>
2a: Creating an Environment of Respect and Rapport	Interacts with the students in a negative, inappropriate or insensitive manner. Students' disabilities are not respected.	Interacts with the students in a generally appropriate manner. May be characterized by occasional actions of insensitivity or unawareness to the needs of the students.	Facilitates and supports interactions with students and staff in a polite manner. Reflects general warmth and caring. Interactions are appropriate to the cultural and developmental differences among groups of students.	Interacts with the students and staff in a highly respectful manner, reflecting comfort and trust. Consistently establishes a positive rapport with students and staff. Seeks feedback from other staff, paraprofessionals and students to further facilitate improvements that lead to respect and rapport of all involved in the learning process.
2a: Critical Attributes	<ul style="list-style-type: none"> <li>Staff member uses disrespectful language toward students. Student body language may indicate feelings of hurt or insecurity</li> <li>Students use disrespectful language toward each other with no response from the staff member</li> <li>Staff member displays no familiarity with or caring about individual students' interests or personalities</li> </ul>	<ul style="list-style-type: none"> <li>The quality of interactions between staff member and students, or among students, is inconsistent, with occasional disrespect</li> <li>Staff member inconsistently responds to disrespectful behavior among students</li> <li>Staff member makes minimal attempts to connect with individual students</li> </ul>	<p>Establishes rapport through positive verbal and non-verbal exchanges, reflecting warmth and caring.</p> <p>Therapist to student interactions are developmentally and culturally appropriate.</p> <ul style="list-style-type: none"> <li>Interactions between staff member and students and/or among students, are consistently respectful</li> <li>Staff member consistently responds to disrespectful behavior</li> <li>Staff member makes personal connections with individual students</li> <li>The staff member's response to a student respects the student's dignity</li> </ul>	<p>Establishes rapport through positive verbal and non-verbal exchanges, reflecting warmth and caring.</p> <p>Therapist to student interactions are developmentally and culturally appropriate.</p> <p>Student and staff seek out therapist to share progress or new idea.</p> <p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>Staff member demonstrates knowledge and caring about individual students' lives beyond school</li> <li>Is sought out by colleagues to assist with student(s) because of established rapport</li> </ul>

**Domain 2 – The Classroom Environment – Component 2b: Establishing a Culture for Learning**

	<b>Unsatisfactory (1)</b>	<b>Needs Improvement (2)</b>	<b>Proficient (3)</b>	<b>Excellent (4)</b>
2b: Establishing a Culture for Learning	Creates a negative environment for learning, characterized by low expectations for student growth and a lack of therapist commitment to the curriculum. Therapeutic interventions are not individualized and the environment discourages active student participation in therapy.	Creates an environment for learning that reflects commitment to the curriculum, but expectations for student growth is unclear and inconsistent. Therapeutic interventions are occasionally individualized and students are intermittently engaged in therapy.	Creates an environment of learning that represents commitment to the curriculum, characterized by high and clear expectations for student growth. Students demonstrate pride in their work.	Creates an environment of learning that represents commitment to the curriculum, characterized by high and clear expectations for student growth. Students demonstrate pride in their work.
2b: Critical Attributes	<ul style="list-style-type: none"> <li>The staff member conveys that the reasons for the work are external or trivializes the activity</li> <li>The staff member conveys to at least some students that the activity is too challenging for them</li> <li>Staff member does not match ability levels and expectations</li> </ul>	<ul style="list-style-type: none"> <li>Staff member's energy/actions demonstrate neither a high level of commitment nor disinterest for the activity</li> <li>The staff member conveys modest expectations for students</li> <li>Staff member inconsistently matches ability levels and expectations</li> </ul>	<p>Therapy is characterized by clear and appropriate expectations.</p> <p>Facilitates success through individualized interventions.</p> <p>Student expression / participation is encouraged.</p> <ul style="list-style-type: none"> <li>The staff member communicates the importance of learning and/or functioning within the school environment</li> <li>The staff member demonstrates a clear understanding of each student's abilities</li> <li>Staff member consistently engages students</li> </ul>	<p>Therapy is characterized by clear and appropriate expectations.</p> <p>Facilitates success through individualized interventions.</p> <p>Students are highly engaged and motivated.</p> <p>In addition to the characteristics of "Proficient,"</p> <ul style="list-style-type: none"> <li>The staff member demonstrates enthusiasm for the subject./activity</li> <li>Staff member encourages students to work to their full potential based on their developmental abilities</li> <li>Based on staff member interactions with students, there is an obvious enthusiasm for student growth</li> </ul>

**Domain 2 – The Classroom Environment – Component 2c: Establishing and Managing Therapeutic Procedures**

	<b>Unsatisfactory (1)</b>	<b>Needs Improvement (2)</b>	<b>Proficient (3)</b>	<b>Excellent (4)</b>
2c: Establishing and Managing Therapeutic Procedures	Demonstrates little or no organization and poor judgment in setting priorities. Does not use therapeutic time efficiently.	Demonstrates organization and time-management skills occasionally. Use of therapeutic time is sometimes efficient.	Demonstrates good judgment in setting priorities resulting in clear schedules, and important work being accomplished in an efficient and effective manner.	Demonstrates excellent organization and time-management skills. Accomplishes all tasks in a seamless manner. Students and/or staff are highly involved and take on independent roles in all aspects of classroom procedures without having to be cued.
2c: Critical Attributes	<ul style="list-style-type: none"> <li>• Transitions are unscheduled and disrupt the learning environment</li> <li>• Materials and supplies are not available</li> <li>• Staff member does not communicate changes in schedule</li> </ul>	<ul style="list-style-type: none"> <li>• Scheduled transitions are inconsistent and disrupt the learning environment</li> <li>• Materials and supplies are often not available or inadequate</li> <li>• Staff member inconsistently communicates changes in scheduling</li> </ul>	<p>Organization skills</p> <p>Efficient utilization of therapeutic time</p> <p>Management of therapeutic sessions across student populations and programs</p> <ul style="list-style-type: none"> <li>• Scheduled transitions within or out of the classroom function smoothly.</li> <li>• Materials and supplies are readily available</li> <li>• Staff member seamlessly moves within the classroom routine.</li> <li>• Staff member communicates a change in schedule</li> </ul>	<p>Organization skills</p> <p>Efficient utilization of therapeutic time</p> <p>Management of therapeutic sessions across student populations and programs</p> <p>In addition to the characteristics of “proficient,”</p> <ul style="list-style-type: none"> <li>• Transitions between activities are seamless in all environments; students demonstrate understanding of expectations</li> <li>• Develops contingency plans</li> <li>• Develops procedures to maintain a safe environment</li> </ul>

**Domain 2 – The Classroom Environment – Component 2d: Utilization of Team**

	<b>Unsatisfactory (1)</b>	<b>Needs Improvement (2)</b>	<b>Proficient (3)</b>	<b>Excellent (4)</b>
2d: Utilization of Team	Team members have no clearly defined protocols and procedures and are not being used in an effective manner.	Team members have some defined protocols and procedures related to activities but are not consistently used in an effective manner.	Team members are provided with protocols and procedures that are used in a consistently effective manner.	Team members have clearly defined protocols and procedures. The staff member facilitates and supports the team’s contribution to the intervention activities.
2d: Critical Attributes	<ul style="list-style-type: none"> <li>Staff member does not provide information for team members</li> <li>There are no protocols/interventions or they are not being carried out in the classroom environment.</li> </ul>	<ul style="list-style-type: none"> <li>Staff member provides basic information for team members</li> <li>Team members are unclear on the interventions and protocols for the student</li> </ul>	<ul style="list-style-type: none"> <li>Establish and monitor therapist generated standards of student conduct.</li> <li>Appropriately respond to student behavior.</li> <li>Staff member has clearly defined interventions within the classroom</li> <li>Staff member provides in-service to the team members on appropriate interventions/protocols related to individual students</li> </ul>	<p>Establish and monitor therapist generated standards of student conduct.</p> <p>Appropriately respond to student behavior.</p> <p>In addition to the characteristics of “proficient,”</p> <ul style="list-style-type: none"> <li>Team members successfully implement protocols/intervention provided by staff member</li> <li>Provides supplemental materials and training for staff for successful implementation</li> </ul>

**Domain 2 – The Classroom Environment – Component 2e: Establishing and Managing Student Behaviors**

	<b>Unsatisfactory (1)</b>	<b>Needs Improvement (2)</b>	<b>Proficient (3)</b>	<b>Excellent (4)</b>
2e: Establishing and Managing Student Behaviors	No standards of conduct have been established. Disregards or fails to address negative student behavior.	Standards of conduct appear to have been established, but they are not clearly communicated to the students and enforcement is inconsistent.	Standards of conduct have been established, based on student's developmental level. Therapist frequently monitors student behavior against those standards.	Standards of conduct have been established, based on student's developmental level. Monitoring of student's behavior is subtle and preventive. Self-regulation of student behavior is encouraged and evident, when appropriate.
2e: Critical Attributes	<ul style="list-style-type: none"> <li>• The environment is chaotic, with no apparent standards of conduct</li> <li>• The staff member does not monitor student behavior</li> <li>• Some students violate rules, without apparent staff member awareness</li> <li>• When the staff member notices student behavior, there is no implementation of Cooperative/program positive behavior support system</li> </ul>	<ul style="list-style-type: none"> <li>• Staff member attempts to maintain order with individual students or the environment but with inconsistent results; standards of conduct are not evident</li> <li>• The staff member's response to student misbehavior is inconsistent</li> <li>• There is little evidence of use of Cooperative/program positive behavior support system</li> </ul>	<ul style="list-style-type: none"> <li>• Establish and monitor therapist generated standards of student conduct.</li> <li>• Appropriately respond to student behavior.</li> <li>• Standards of conduct have been established</li> <li>• The staff member monitors student behavior</li> <li>• Staff member's response to student misbehavior is effective</li> <li>• Behavior intervention plans are easily identified and consistently used</li> <li>• Staff member consistently implements Cooperative/program positive behavior support system</li> </ul>	<p>Establish and monitor therapist generated standards of student conduct.</p> <p>Appropriately respond to student behavior.</p> <p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>• The staff member monitors student behavior subtly and proactively</li> <li>• Staff member serves as a model for the implementation of the Cooperative/program positive behavior support system</li> </ul>





**Domain 2 – The Classroom Environment – Component 2f: Organizing Therapy Space**

	<b>Unsatisfactory (1)</b>	<b>Needs Improvement (2)</b>	<b>Proficient (3)</b>	<b>Excellent (4)</b>
2f: Organizing Therapy Space	Organization of the physical environment is not safe. Materials are not accessible to the therapist or students. The setting is disorganized within the constraints of space/materials provided.	Organization of the physical environment is safe. Most students are positioned to promote participation. The setting is organized within the constraints of space/materials provided.	Organization of the physical environment is safe. Therapist anticipates safety issues that may occur. Students are frequently positioned to promote participation. The setting is well organized within the constraints of space/materials provided.	Organization of the physical environment is safe. Therapist anticipates and prepares for safety issues that may occur. Students are consistently positioned to enhance participation and achievement of therapeutic goals. The setting is highly organized and inviting to students within the constraints of space/materials provided.
2f: Critical Attributes	<p>Safety and accessibility</p> <p>Use and arrangement of therapy space</p> <ul style="list-style-type: none"> <li>• There are physical hazards in the educational environment endangering student safety</li> <li>• The educational environment ignores available technology resources</li> </ul>	<p>Safety and accessibility</p> <p>Use and arrangement of therapy space</p> <ul style="list-style-type: none"> <li>• The educational environment is inaccessible for some students</li> <li>• The educational environment does not enhance learning</li> <li>• The educational environment is such that available technology is difficult to access and/or use by students</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and accessibility</li> <li>• Use and arrangement of therapy space</li> <li>• The educational environment is safe and accessible to all students</li> <li>• The educational environment is arranged to support the instructional goals and learning activities</li> <li>• The educational environment is such that available technology is easily integrated into instruction for group as well as individual access</li> <li>• Staff member utilizes space allotted to its maximum potential</li> </ul>	<p>Safety and accessibility</p> <p>Use and arrangement of therapy space</p> <p>In addition to the characteristics of “proficient,”</p> <ul style="list-style-type: none"> <li>• Staff member encourages student input for adapting the physical environment to enhance learning s</li> <li>• Staff member recognizes and adjusts the educational environment according to student need</li> </ul>

### Domain 3 – Instruction

#### Professional Inquiry:

Does the staff member demonstrate knowledge of:

- Expectations for learning
- Directions and procedures
- Explanations of content
- Use of oral and written language
- Quality of questions
- Discussion techniques
- Student participation
- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing
- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment/monitoring of progress
- Lesson adjustment
- Response to students
- Persistence

<b>Domain 3 – Instruction - Component 3a - Communicating with Students</b>				
	<b>Unsatisfactory (1)</b>	<b>Needs Improvement (2)</b>	<b>Proficient (3)</b>	<b>Excellent (4)</b>
3a: Communicating with Students	Does not attempt to communicate effectively the expectations for therapy, directions, procedures and explanations of content resulting in confusion to students or disregards the student's mode of communication.	Communications expectations for therapy, directions, procedures, and explanations of content are clarified after initial confusion. OT attempts to communicate with students but communication is not always effective.	Communicates expectations for therapy, directions, procedures, and explanations of content are clear to students. Communication is appropriate for student's level of development and mode of communication (e.g., verbal, non-verbal, device user)	Communicates expectations for therapy, directions, procedures and explanations of content are always clear and defined for students. OT's written and oral communication is clear and expressive, appropriate for student's level of development and mode of communication (e.g., verbal, non-verbal, device user). Therapist is responsive to student verbal and nonverbal cues of communication and engagement.

**Domain 3 – Instruction - Component 3a - Communicating with Students**

	<b>Unsatisfactory (1)</b>	<b>Needs Improvement (2)</b>	<b>Proficient (3)</b>	<b>Excellent (4)</b>
3a: Critical Attributes	<ul style="list-style-type: none"> <li>• The staff member poorly communicates with the students.</li> <li>• The staff member does not encourage student participation.</li> <li>• The staff member makes no attempt to build relationships with students.</li> <li>• Staff member makes negative comments to students.</li> </ul>	<ul style="list-style-type: none"> <li>• The staff member does not differentiate between individual students' communication skills.</li> <li>• The staff member conveys modest expectations for students.</li> <li>• The staff member fails to convey consistent and appropriate interest in the student's interests/preferences.</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently utilizes clear, appropriate and supportive communication with students.</li> <li>• Communication is frequently appropriate for student's level of development and mode of communication.</li> <li>• The staff member demonstrates a clear understanding of each student's communication skills.</li> <li>• The staff member consistently encourages students to participate.</li> <li>• The staff member conveys interest in the student.</li> <li>• Comments are consistently positive.</li> </ul>	<p>Consistently utilizes clear, appropriate, and supportive communication with students.</p> <p>Communication is consistently appropriate to student's level of development and mode of communication.</p> <p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>• The staff member actively inquires about student interests.</li> <li>• Staff member encourages students to participate to their full potential.</li> <li>• Staff member and student clearly enjoy the work together.</li> </ul>

<b>Domain 3 - Instruction - Component 3b – Implementing Effective Therapeutic Interventions</b>				
	<b>Unsatisfactory (1)</b>	<b>Needs Improvement (2)</b>	<b>Proficient (3)</b>	<b>Excellent (4)</b>
3b: Implementing Effective Therapeutic Interventions	Does not implement effective therapeutic interventions. OT fails to respond/adapt to student responses. Therapist does not provide changing and graded interventions. Therapy sessions lack structure and adequate pacing.	Implements occasional effective therapeutic interventions. OT attempts to respond/adapt to student responses and needs. Therapist provides some structure and attempts to pace interventions but is not always successful.	Implements frequent effective therapeutic interventions. Therapist consistently gathers and uses appropriate materials to match student needs with desired outcomes. Frequently modifies and adapts interventions to promote success of students. Structure and pacing of therapy meets student needs and promotes success.	Implements consistent therapeutic interventions. OT effectively and creatively responds and adapts to student responses with therapeutic use of self. Interventions are modified and adapted to promote optimal success for students. Interventions are characterized by fluid pacing that is appropriate to students' developmental levels and current needs during intervention sessions.

<p>3b: Critical Attributes</p>	<ul style="list-style-type: none"> <li>• Interventions do not address student needs.</li> <li>• Does not take curriculum into consideration when planning interventions.</li> <li>• Does not develop protocols for individual students to assist staff.</li> <li>• Does not provide modifications to student's environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Interventions infrequently meet student needs.</li> <li>• Interventions seldom align with educational expectations.</li> <li>• Rarely develops protocols for individual students to assist staff.</li> <li>• Rarely provides modifications to student's environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Therapist provides individualized interventions reflective of student needs in order to participate within the school environment.</li> <li>• Interventions are characterized by effective structure/pacing.</li> <li>• Interventions address student needs.</li> <li>• Incorporates curriculum into interventions.</li> <li>• Develops protocols for individual students to assist staff with implementation of interventions.</li> <li>• Provides modifications to the student's environment</li> </ul>	<p>Therapist maximizes use of available materials and spaces to creatively construct intervention sessions.</p> <p>Therapist consistently displays therapeutic use of self during interventions (i.e., use of physical presence, communication, and emotional support).</p> <p>In addition to the characteristics of "proficient".</p> <ul style="list-style-type: none"> <li>• Incorporates interventions throughout multiple settings.</li> <li>• Consults and collaborates with outside medical personnel to meet student's needs.</li> <li>• Presents information at team meetings and/or communicates with parents to develop interventions.</li> </ul>
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Domain 3 Instruction - Component 3c - Engaging Students in Learning and Therapy				
	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
3c: Engaging Students in Learning and Therapy	Rarely engages student in therapy activities that are matched to ability, level of support needed and/or interests resulting in student participation.	Occasionally engages student in therapy activities that are matched to ability, level of support needed and/or interests resulting in student participation.	Frequently engages student in therapy activities that are matched to ability, level of support needed and/or interests resulting in student participation.	Consistently engages student in therapy activities that are matched to ability, level of support needed and/or interests resulting in sustained student participation.
3c: Critical Attributes			<ul style="list-style-type: none"> <li>• Students are engaged to the best of their ability.</li> <li>• Therapist matches affect with student needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is engaged throughout session with therapist adapting interaction to sustain student engagement.</li> </ul>

**Domain 3 - Instruction - Component 3d: Using Formal/Informal Assessment in Therapy**

	<b>Unsatisfactory (1)</b>	<b>Needs Improvement (2)</b>	<b>Proficient (3)</b>	<b>Excellent (4)</b>
3d: Using Formal/Informal Assessment in Therapy	Fails to monitor student progress. Does not use information to adapt intervention Rarely follows standardized administration and scoring procedures for assessments.	Monitors student progress but inconsistently uses information to adapt interventions. Occasionally follows standardized administration and scoring procedures for assessments.	Monitors student progress frequently by gathering quantitative and qualitative data to effectively inform/adapt practice and therapy goals. Frequently follows standardized administration and scoring procedures for assessments.	Monitors student progress proactively by gathering relevant information including quantitative and qualitative data, interviewing relevant staff and/or parents if necessary to guide/direct intervention and therapy goals. Consistently follows standardized administration and scoring procedures for assessments.
3d: Critical Attributes			<ul style="list-style-type: none"> <li>• Therapist frequently monitors student progress with quantitative and/or qualitative data.</li> <li>• Frequently uses data to monitor/adapt/guide intervention.</li> <li>• Frequently uses multiple assessment sources (e.g., clinical observations, work samples, play-based interactions, interview, record review, criterion or norm referenced assessment).</li> </ul>	<ul style="list-style-type: none"> <li>• Therapist is proactive in gathering data and adjusting plan/goal.</li> <li>• Therapist seeks input from relevant staff or parents.</li> <li>• Frequently uses multiple assessment sources (e.g., clinical observations, work samples, play-based interactions, interview, record review, criterion or norm referenced assessment).</li> </ul>



Domain 3 - Instruction - Component 3e: Demonstrating Flexibility and Responsiveness				
	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
3e: Demonstrating Flexibility and Responsiveness	Rarely adapts/changes interventions to address students' lack of interest, motivation, and/or success. Therapist has limited repertoire of treatment options/activities/occupations of the child. Therapist does not collaborate with or incorporate other team members when present during therapy.	Makes occasional changes in interventions to address students' lack of interest, motivations, and/or success. Therapist has moderate repertoire of treatment options/activities/occupations of the child. Therapist is unsure how to utilize team members when present during therapy.	Promotes the success of students, making frequent adjustments as needed to therapy and accommodating student needs and interests. Therapist has varied repertoire of treatment options/activities/occupations of the child. Therapist works together with team members when present during therapy.	Promotes the success of students by consistently adapting interventions or completely change plan as needed to accommodate student needs, seizes opportunity to enhance student success, interests, and motivation during therapy. Therapist has extensive repertoire of treatment options/activities/occupations of the child. Therapist effectively incorporates team members when present during therapy.
3e: Critical Attributes			<ul style="list-style-type: none"> <li>• Student success is promoted by making adjustments to interventions as needed and accommodating student responses.</li> <li>• Facilitates student success by using a varied and extensive repertoire of therapeutic instructional strategies and frameworks.</li> <li>• Facilitates student success by demonstrating flexibility and responsive to team members during service delivery (teachers, teaching assistants, related service providers, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Therapist is highly creative in using a wide repertoire of evidence based therapeutic interventions.</li> <li>• Therapist demonstrates leadership in promoting student success with team members.</li> <li>• Therapist consistently facilitates student success by demonstrating flexibility and responsive to team members during service delivery (teachers, teaching assistants, related service providers, etc.).</li> </ul>

#### **Domain 4– Professional Responsibilities**

##### **Professional Inquiry:**

Does the staff member demonstrate knowledge of:

- Accuracy in reflection
- Reflection includes specific improvement suggestions
- Efficiency with record keeping
- Completion of required paperwork in a timely manner
- Maintaining accurate records of student progress
- Frequent communication to families about instructional program and individual students' progress
- Supportive and cooperative relationships with colleagues
- Service to school
- Participates in a professional community
- Integrity and ethical conduct
- Service to students
- Advocacy
- Compliance with school and Cooperative regulations

<b>Domain 4: Professional Responsibilities – Component 4a – Reflecting on Practice</b>				
	<b>Unsatisfactory (1)</b>	<b>Needs Improvement (2)</b>	<b>Proficient (3)</b>	<b>Excellent (4)</b>
4a: Reflecting on Practice	Does not or rarely reflects on practice, interactions with the student are inappropriate, and does not recognized if therapy session was effective/achieved its therapeutic outcome.	Reflects occasionally on practice but therapist is unable to cite specific examples for improvement. Demonstrates a moderately accurate understanding of evidence-based practice and how it relates to therapeutic interventions.	Reflects frequently and accurately on therapy practice. Therapist is able to cite specific suggestions for improvements for individual students. Therapist is able to articulate how evidence-based practice is utilized to inform therapeutic interventions.	Reflects consistently on practice and reflection is accurate and perceptive. Therapist is consistently investigating ways to improve therapy outcomes and promote student success at the individual/building/district level. Draws on an extensive repertoire of therapeutic interventions to suggest alternative strategies and continually incorporates evidence-based practices.
4a: Critical Attributes	<ul style="list-style-type: none"> <li>• Considers the therapy session but draws incorrect conclusions about its effectiveness.</li> <li>• Makes no suggestions for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Has a general sense of whether or not therapeutic practices were effective.</li> <li>• Offers general modifications for future therapy sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• Accurately assesses the effectiveness of the therapeutic activities used.</li> <li>• Identifies specific ways in which a therapy session might be improved.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of therapy delivery is thoughtful, and includes specific indicators of effectiveness.</li> <li>• Suggestions for improvement draw on an extensive repertoire.</li> </ul>

**Domain 4: Professional Responsibilities – Component 4b – Maintaining Accurate Documentation**

	<b>Unsatisfactory (1)</b>	<b>Needs Improvement (2)</b>	<b>Proficient (3)</b>	<b>Excellent (4)</b>
4b: Maintaining Accurate Documentation	Lacks system for maintaining accurate records or documentation is incomplete. No system in place to monitor progress/goal information.	Maintains a record system occasionally with inconsistent documentation of student progress/goal information. Maintains attendance record of therapy sessions.	Maintains an accurate record system with frequent documentation of student progress/goal information as well as up-to-date attendance records in order to complete accurate and timely IEP documentation.	Maintains an accurate record system with consistent documentation of student attendance and progress/goal information in order to complete accurate and timely IEP documentation. Therapist clearly articulates how documentation informs evidence-based interventions.
4b: Critical Attributes	<ul style="list-style-type: none"> <li>• Absence of a system for therapy records.</li> <li>• Record-keeping systems that are in disarray so as to provide incorrect or confusing information.</li> </ul>	<ul style="list-style-type: none"> <li>• Has a process for recording student work completion. However, it may have out-of-date information.</li> <li>• Has a process for tracking some information, but not all, or it may contain some errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Has an easily accessible attendance record as well as a variety of systems for recording students' progress towards goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Engages students and/or staff in contributing to the monitoring of their progress as appropriate to their developmental or cognitive level.</li> </ul>

**Domain 4: Professional Responsibilities – Component 4c – Communicating and Collaborating with Team Members**

	<b>Unsatisfactory (1)</b>	<b>Needs Improvement (2)</b>	<b>Proficient (3)</b>	<b>Excellent (4)</b>
4c: Communicating and Collaborating with Team Members (teachers, teaching assistants, related service providers, families, etc.)	Is unavailable or is rarely available to team members for questions and planning or interactions are inappropriate. Therapist does not provide resources when requested or resources are inappropriate, outdated, or inaccurate.	Is occasionally available to team for questions and planning and inconsistently provides resources when requested.	Is frequently available for questions and planning. Responds to requests from team members for collaboration and makes time to communicate with the team and provides requested resources. Therapist interprets results from assessments (formal and informal) and clearly communicates recommendations for therapy to the team.	Is consistently available for questions and planning. Seeks out collaborative opportunities with the team and makes time to communicate and plan accordingly and provides requested resources to promote student success. Therapist interprets results from assessments (formal and informal) and clearly communicates recommendations for therapy to the team.
4c: Critical Attributes	<ul style="list-style-type: none"> <li>Utilizes unprofessional language when interacting with colleagues.</li> <li>Ignores voicemails and emails from colleagues and families.</li> <li>Does not attempt to obtain resources when requested.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains a professional demeanor when interacting with colleagues and families.</li> <li>May respond to emails and voicemails.</li> <li>Attempts to obtain resources when requested.</li> </ul>	<ul style="list-style-type: none"> <li>Locates current resources for identified areas of concern when requested.</li> <li>Responds to emails/voicemails.</li> </ul>	<ul style="list-style-type: none"> <li>Seeks out colleagues to arrange co-treatment and/or collaborative planning for addressing IEP goals.</li> <li>Responds to and initiates contact with colleagues and/or families via emails/voicemails/home notes.</li> </ul>

<b>Domain 4: Professional Responsibilities – Component 4d – Participating in a Professional Community</b>				
	<b>Unsatisfactory (1)</b>	<b>Needs Improvement (2)</b>	<b>Proficient (3)</b>	<b>Excellent (4)</b>
4d: Participating in a Professional Community	Maintains relationships with colleagues that are negative or self-serving. Avoids or rarely participates in collaboration with other professionals and occupational therapists within NDSEC.	Maintains respectful and professional relationships with colleagues by fulfilling obligations to attend professional meetings. Occasionally collaborates with other professionals and occupational therapists with NDSEC.	Maintains relationships with colleagues that are characterized by mutual support and cooperation.  Frequently collaborates with other professionals and occupational therapists within NDSEC.	Maintains relationships with colleagues that are characterized by mutual support and cooperation. Consistently collaborates with other professionals and occupational therapists within NDSEC.
4d: Critical Attributes	<ul style="list-style-type: none"> <li>Refuses to participate when approached or avoids team meetings/linkage meetings.</li> <li>Displays negativity or is combative when interacting with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>Attends team meetings/linkage meetings.</li> <li>Maintains a professional demeanor when interacting with teams and colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>Approaches colleagues with a positive demeanor and is supportive of colleagues.</li> <li>Attends team meetings/linkage meetings and participates in the conversations/seeks out collaboration with colleagues during those meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Is sought out by administration to share their expertise with other professionals.</li> <li>Mentors a new therapist or supervises an intern when applicable.</li> </ul>

<b>Domain 4: Professional Responsibilities – Component 4e – Growing and Developing Professionally</b>				
	<b>Unsatisfactory (1)</b>	<b>Needs Improvement (2)</b>	<b>Proficient (3)</b>	<b>Excellent (4)</b>
4e: Growing and Developing Professionally	Participates in professional development opportunities rarely or not at all.	Participates occasionally in professional development opportunities and/or only those, which are convenient or required.	Participates frequently in professional development opportunities based on individual assessment of need.	Participates consistently in professional development opportunities and makes a contribution to the profession.
4e: Critical Attributes	<ul style="list-style-type: none"> <li>Does not participate in the requisite continuing education required to maintain licensure.</li> </ul>	<ul style="list-style-type: none"> <li>Attends continuing education opportunities on district institute days and linkage meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Requests to attend continuing education opportunities relevant to their job role.</li> <li>Contributes to the group discussion during team meetings/linkage meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Shares information gathered from continuing education courses with colleagues and provides resources from their continuing education experiences.</li> <li>Initiates conversations and is collaborative with colleagues at team meeting/linkage meetings.</li> </ul>

<b>Domain 4: Professional Responsibilities – Component 4f – Demonstrating Professionalism</b>				
	<b>Unsatisfactory (1)</b>	<b>Needs Improvement (2)</b>	<b>Proficient (3)</b>	<b>Excellent (4)</b>
4f: Demonstrating Professionalism	<p>Adherence to the professional code of ethics and educational policies and practices does not occur.</p> <p>Does not advocate for students or take a leadership role with colleagues.</p>	<p>Adheres occasionally to the professional code of ethics and educational policies and practices. Occasionally advocates for students and takes a leadership role with colleagues.</p>	<p>Adheres frequently to the professional code of ethics and educational policies and practices. Frequently advocates for students and takes a leadership role with colleagues.</p>	<p>Adheres consistently to the professional code of ethics and educational policies and practices. Consistently advocates for students and takes a leadership role with colleagues.</p>
4f: Critical Attributes	<ul style="list-style-type: none"> <li>Does not demonstrate ethical conduct, does not advocate for students, and does not adhere to educational policies and practices.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates ethical conduct. Therapist notes the needs of students but is inconsistent in addressing them.</li> <li>Therapist adheres to educational policies and practices.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains confidentiality when discussing students' needs.</li> <li>Therapist is honest in their interactions with colleagues and families.</li> <li>Therapist willingly participates in team decision-making. Therapist consistently responds to students' needs.</li> </ul>	<ul style="list-style-type: none"> <li>Models a leadership role for colleagues, new therapists, interns in the areas of ethical conduct, advocating for students, and utilizing appropriate educational policies and practices. Assumes a leadership role in linkage meetings.</li> </ul>





NORTH DUPAGE SPECIAL EDUCATION COOPERATIVE

Professional Licensed Staff Appraisal

Packet #4

Related Service

- Observation Documents and Ratings –  
Summative Evaluation

Name of Staff: \_\_\_\_\_  
Program/Department: \_\_\_\_\_  
Position: \_\_\_\_\_  
Grade Level: \_\_\_\_\_  
Location: \_\_\_\_\_  
Evaluator: \_\_\_\_\_  
Summative Conference Date: \_\_\_\_\_  
Summative Rating: \_\_\_\_\_

Date	Purpose	Evaluatee Signature	Evaluator Signature
	Pre-Conference		
	Formal Conference 1		
	Pre-Conference		
	Formal Conference 2		
	Informal Observation		
	Informal Observation		
	Informal Observation		

**Domain 1: Planning and Preparation  
Descriptor Rating**

**Observation Notes, Comments, Evidence of Strengths and Weaknesses for Domain 1:**

*Below to be completed as part of the Summative Evaluation:*

**Domain 1 Rating**

a: \_\_\_\_\_  
b: \_\_\_\_\_  
c: \_\_\_\_\_  
d: \_\_\_\_\_  
e: \_\_\_\_\_  
f: \_\_\_\_\_

**Descriptor rating for Domain 1**

- Unsatisfactory**
- Needs Improvement**
- Proficient**
- Excellent**

**Domain 2: The Classroom Environment  
Descriptor Rating**

**Observation Notes, Comments, Evidence of Strengths and Weaknesses for Domain 2:**

*Below to be completed as part of the Summative Evaluation:*

**Domain 2 Rating**

a: \_\_\_\_\_  
b: \_\_\_\_\_  
c: \_\_\_\_\_  
d: \_\_\_\_\_  
e: \_\_\_\_\_  
f: \_\_\_\_\_

**Descriptor rating for Domain 2**

- Unsatisfactory**
- Needs Improvement**
- Proficient**
- Excellent**

**Domain 3: Instruction Component  
Descriptor Rating**

**Observation Notes, Comments, Evidence of Strengths and Weaknesses for Domain 3:**

*Below to be completed as part of the Summative Evaluation:*

**Domain 3 Rating**

a: \_\_\_\_\_  
b: \_\_\_\_\_  
c: \_\_\_\_\_  
d: \_\_\_\_\_  
e: \_\_\_\_\_

**Descriptor rating for Domain 3**

- Unsatisfactory**
- Needs Improvement**
- Proficient**
- Excellent**

**Domain 4: Professional Responsibilities  
Descriptor Rating**

**Observation Notes, Comments, Evidence of Strengths and Weaknesses for Domain 4:**

*Below to be completed as part of the Summative Evaluation:*

**Domain 4 Rating**

a: \_\_\_\_\_  
b: \_\_\_\_\_  
c: \_\_\_\_\_  
d: \_\_\_\_\_  
e: \_\_\_\_\_  
f: \_\_\_\_\_

**Descriptor rating for Domain 4**

- Unsatisfactory**
- Needs Improvement**
- Proficient**
- Excellent**



Evaluatee: \_\_\_\_\_ Location: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Assignment: \_\_\_\_\_ Days Absent: \_\_\_\_\_ Days Tardy: \_\_\_\_\_

**Attach pre & post conference forms**

Observation date(s) forming the basis of this evaluation: _____ Informal observation dates: _____		<b>Domain Ratings (Based on Domain Rubric)</b> <ul style="list-style-type: none"> <li>• <b>Excellent:</b> <i>Excellent</i> ratings in the majority of the components of the domain, with the remaining components rated no lower than <i>Proficient</i> <ul style="list-style-type: none"> <li>○ For Excellent rating, a majority of the components shall be defined as               <ol style="list-style-type: none"> <li>1) Domain 1: 4 of 6 rated excellent</li> <li>2) Domain 2: 4 of 6 rated excellent</li> <li>3) Domain 3: 3 of 5 rated excellent</li> <li>4) Domain 4: 4 of 6 rated excellent</li> </ol> </li> <li>All) All remaining components in Domain rated no lower than <i>Proficient</i></li> </ul> </li> <li>• <b>Proficient:</b> <ul style="list-style-type: none"> <li>○ Domains 1, 2, &amp; 4 earn a rating of <i>Proficient</i> if no more than 2 components are rated as <i>Needs Improvement</i>.</li> <li>○ Domain 3 earns a rating of <i>Proficient</i> if no more than 1 component is rated <i>Needs Improvement</i>.</li> <li>○ The remaining components must be rated at <i>Proficient</i> or higher.</li> </ul> </li> <li>• <b>Needs Improvement:</b> <ul style="list-style-type: none"> <li>○ Domains 1, 2, &amp; 4 earn a rating of <i>Needs Improvement</i> if 3 or more components are rated <i>Needs Improvement</i>.</li> <li>○ Domain 3 earns a rating of <i>Needs Improvement</i> if 2 or more components are rated <i>Needs Improvement</i>.</li> </ul> </li> <li>• <b>Unsatisfactory:</b> <b>Any</b> component rated as <i>Unsatisfactory</i>.</li> </ul>
<b>Domain 1 – Planning and Preparation</b> <b>Descriptor:</b> _____ <b>Domain 2 – Classroom Environment</b> <b>Descriptor:</b> _____ <b>Domain 3 – Instruction</b> <b>Descriptor:</b> _____ <b>Domain 4 – Professional Responsibilities</b> <b>Descriptor:</b> _____	<b>Overall Rating:</b> <input type="checkbox"/> <b>Unsatisfactory</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Proficient</b> <input type="checkbox"/> <b>Excellent</b>	
<b>Excellent = Excellent</b> ratings in at least 3 domains, with the remaining domain rated <i>Proficient</i> . <b>Proficient = All</b> domains rated as <i>Proficient</i> or higher. <b>Needs Improvement = 1</b> or more domains rated <i>Needs Improvement</i> . <b>Unsatisfactory = Any</b> domain rated <i>Unsatisfactory</i> .		
<b>Additional Comments:</b>		

**We have conducted a conversation on the rubrics. The staff member has the right to attach written comments within (10) school days of completion of this form for inclusion in his/her personnel file.**

Staff Member Signature: \_\_\_\_\_ Conference Date: \_\_\_\_\_

\*The signature of the staff member does not necessarily indicate agreement with the evaluation, but rather that the evaluation conference has been held and that the staff member has received a copy of the written evaluation.

Evaluator Signature: \_\_\_\_\_ Conference Date: \_\_\_\_\_

Additional Comments Attached:  Yes  No

Staff member comments must be received by the Director of Programs & Services within 10 working days.