

OT/PT EVALUATION

Professional Responsibilities

	Unsatisfactory	Needs Improvement	Progressing	Meets Expectations	Exceeds Expectations	N/A or N/A
1	IEPs, paperwork and progress reports are inaccurate, deadlines aren't met and they do not align with the student's identified needs.	IEPs, paperwork and progress reports are missing components and some are inaccurate or deadlines aren't met and/or are not aligned with the student's identified needs.	IEPs, paperwork and progress reports have most components and most are accurate and deadlines are met and align with student needs.	Components of the IEPs, paperwork and progress reports are consistently present, accurate, on time, clearly written and are aligned with the student's identified needs.		N/A N/O
2	Presentations/participation in IEP meetings is disorganized and the shared information is not presented clearly.	Presentations/participations in IEP meetings needs more structure and/or the information shared lacks some clarity.	Presents/participates in IEP meetings in an effective and efficient manner although the information shared lacks some clarity.	Presents and participates in IEP meetings in an effective and efficient manner.	Helps to alleviate tension among team members so that IEP meetings can remain positive and efficient.	N/A N/O
3	Paras/teachers have not been instructed in how to implement motor activities in an effective manner.	More effective instruction for paras/teachers on how to implement motor activities in a consistent, effective, and productive manner needs to be provided.	Some minor areas need to be addressed with paras/teachers on how to implement motor activities in a consistent, effective, and productive manner.	Has sufficiently instructed paras/teachers in how to implement motor activities in a consistent, effective, and productive manner.	Has provided initial instruction, modeling, and ongoing monitoring to staff, to ensure that staff are engaged with students in a consistent, effective, and productive manner.	N/A N/O
4	Documented breaches of confidentiality have occurred.	Adequate procedures are not in place to assure that confidential matters are handled professionally and in accordance with legal requirements.	Minor procedural changes need to be made to assure that confidential matters are handled professionally and in accordance with legal requirements.	Handles confidential matters professionally and in accordance with legal requirements.	Not only personally handles confidential matters professionally and in accordance with legal requirements, but educates other staff of its importance.	N/A N/O
5	Has not contributed to required professional responsibilities.	Only contributes to required professional responsibilities if specifically directed.	Will contribute to required professional responsibilities or participate in activities if encouraged to do so.	Successfully contributes to required professional responsibilities including MTSS if applicable.	Makes significant and innovative contributions to required professional responsibilities including MTSS.	N/A N/O

OT/PT EVALUATION

Professional Relationships

	Unsatisfactory	Needs Improvement	Progressing	Meets Expectations	Exceeds Expectations	N/A or N/A
1	Is argumentative and resistant to change. Does not acknowledge personal opportunities for improvement.	Is defensive, and requires extensive guidance to implement suggested improvements.	Listens and accepts feedback over time and/or through a variety of communication attempts will acknowledge opportunities for improvement.	Openly seeks feedback from qualified professionals and readily engages in suggested opportunities for improvement.	Helps design a system for consistent feedback and independently initiates professional growth activities on an ongoing basis.	N/A N/O
2	Does not communicate and work with parents in a manner that fosters positive and productive relationships.	Rarely communicates and works with parents in a manner that inconsistently fosters positive and productive relationships.	Usually communicates and works with parents in a manner that usually fosters positive and productive relationships.	Communicates and works with parents in a manner that fosters positive and productive relationships.	Understands parent's unique culture and/or perspective to foster positive and productive relationships.	N/A N/O
3	Does not communicate and work with students in a manner that fosters positive and productive relationships.	Rarely communicates and works with students in a manner that inconsistently fosters positive and productive relationships.	Usually communicates and works with students in a manner that usually fosters positive and productive relationships.	Communicates and works with students in a manner that fosters positive and productive relationships.	Understands student's unique culture and/or perspective to foster positive and productive relationships.	N/A N/O
4	Does not communicate and work with colleagues in a manner that fosters positive and productive relationships.	Rarely communicates and works with colleagues in a manner that inconsistently fosters positive and productive relationships.	Usually communicates and works with colleagues in a manner that usually fosters positive and productive relationships.	Communicates and works with colleagues in a manner that fosters positive and productive relationships.	Understands the unique perspectives and philosophies of people they work with and responds in a manner that is sensitive to varying views.	N/A N/O
5	Does not communicate and work with administration in a manner that fosters positive and productive relationships.	Rarely communicates and works with administration in a manner that fosters positive and productive relationships.	Usually communicates and works with administration in a manner that fosters positive and productive relationships.	Communicates and works with administrators in a manner that fosters positive and productive relationships.	Understands the unique perspectives and philosophies of administrators and responds in a manner that is sensitive to varying views.	N/A N/O

Planning and Preparation

	Unsatisfactory	Needs Improvement	Progressing	Meets Expectations	Exceeds Expectations	N/A or N/A
1	Treatment activities are not aligned with the student's identified needs and goals are not implemented consistently.	Treatment activities are rarely aligned with the student's identified needs and goals and are not implemented consistently.	Treatment activities are aligned with the student's identified needs and goals but are not implemented consistently.	Treatment activities are aligned with student's identified needs and goals and are implemented consistently.	Treatment activities are designed to enhance progress on goals, implemented consistently, and refined in an ongoing manner.	N/A N/O
2	Lack of prior planning frequently results in the absence of critical materials and downtime during activities.	Materials are rarely available and the link of these materials to the activity and goals is not clearly articulated.	Materials are consistently available and the link of these materials to the activity and goals is clearly articulated most of the time.	Materials and resources support the goals and are readily available for all class sessions.	Resources are consistently used in novel and creative ways to enhance the educational experience for all students throughout the day.	N/A N/O
3	The use of data are not evident in any short-term or long-term planning for the student.	Data are rarely available and do not consistently guide short-term or long-term planning for the student.	Data are readily available but do not consistently guide short-term or long-term planning for the student.	Data are readily available and are consistently used to guide short-term and long-term planning for the student.	Data are analyzed to proactively design instruction, to implement best practice/s, and communicate outcomes.	N/A N/O

OT/PT EVALUATION

Treatment Environment

	Unsatisfactory	Needs Improvement	Progressing	Meets Expectations	Exceeds Expectations	N/A or N/A
1	Has arranged the treatment area in a way that inhibits or interferes with student learning.	Has arranged the treatment area in a way that is conducive to learning for some students, but still inhibits or interferes with the learning of others.	Has arranged the treatment area in a manner that creates a productive learning environment for most students.	Has arranged the treatment area in a manner that creates a productive learning environment for all students.	Has arranged the treatment area in a creative way to meet the individual needs of students and produces an environment that enhances each student's learning.	N/A N/O
2	Does not maintain a safe environment or supervision for students and potential hazards or dangers are often present in responsible settings.	Maintains a safe environment and adequate supervision for students some of the time or in selected settings.	Maintains a safe environment and supervision for students most of the time in all settings.	Maintains a safe environment and supervision for students at all times and in all responsible settings.	Maintains a safe and nurturing environment and supervision for students at all times, in all settings and positively influences the culture of the building.	N/A N/O
3	Does not organize tasks and the students are not actively engaged during their service time.	Is disorganized but produces tasks that keep students engaged some of their service time, although not clearly related to student goals.	Organizes tasks, some of which are goal-oriented so that students are academically engaged most of their service time.	Creates goal-oriented tasks so that students are academically engaged throughout their service time.	Organizes creative, goal-oriented tasks so that students are academically engaged during their service time and consistently meet or exceed selected goals.	N/A N/O
4	Frequently seeks to reassign students to more restrictive placements than required without participating in any problem solving strategies.	Does not advocate for LRE for students and frequently suggests more restrictive placements before all strategies are exhausted in their classroom.	Advocates for LRE for some of their students but needs to learn more strategies to make the LRE successful.	Advocates for LRE for their students and shares general LRE information and strategies with other IEP team members.	Advocates for LRE for their students and empowers students to self-advocate for their LRE and shares creative strategies with other IEP team members that help students remain in the LRE.	N/A N/O
5	Has not established expectations or address student behaviors for student conduct causing frequent disruptions during service time.	Has established expectations for student conduct. Addresses student behaviors but has not made expectations clear to students as evidenced by very few students carrying out the therapist's expectations resulting in infrequent positive outcomes.	Has established expectations for student conduct and addresses student behaviors, attempts to make them clear to students as evidenced by some students carrying out the therapist's expectations resulting in positive outcomes.	Establishes clear expectations for student conduct, quickly addresses student behaviors as evidenced by most students complying with expectations resulting in positive outcomes.	Establishes and communicates clear expectations for student conduct as well as involves students in the development, implementation and regulation of supports to obtain compliance from diverse groups of students through the use of multiple behavioral supports.	N/A N/O
6	Fosters student dependency.	Does not often encourage students to be independent learners.	Encourages students to be independent learners in some situations throughout service time.	Encourages students to be independent learners throughout all service time.	Encourages students to be independent learners and creates unique situations to enable them to demonstrate their independence throughout the school day.	N/A N/O
7	Is disrespectful of student efforts frequently throughout the day.	Is occasionally disrespectful of some student efforts during some activities.	Is respectful to student efforts during activities, but does not always display positive reactions.	Is respectful of all student efforts and responds positively to those efforts during all activities.	Is respectful to all students during all activities and encourages them to be respectful and accepting of others.	N/A N/O

OT/PT EVALUATION

Treatment Sessions

	Unsatisfactory	Needs Improvement	Progressing	Meets Expectations	Exceeds Expectations	N/A or N/I
1	The therapist frequently miscommunicates key elements of directions or procedures so that students are lost and require clarification in order to complete tasks.	Directions and procedures are inconsistently communicated and are at times inappropriate for students.	Directions and procedures are clearly communicated and are frequently appropriate for the students but still require prompting for clarification.	Directions and procedures are clearly communicated and appropriate for students.	Directions and procedures are clearly communicated using multimodal strategies to ensure student understanding.	<div style="border: 1px solid black; padding: 2px; width: 30px; margin: 2px;">N/A</div> <div style="border: 1px solid black; padding: 2px; width: 30px; margin: 2px;">N/O</div>
2	Ignores many questions and/or student interests. The therapist provides limited positive feedback during therapy sessions and it does not enhance student learning.	The therapist provides student feedback infrequently, inconsistently, and is occasionally negative during therapy sessions.	The therapist provides positive student feedback but it is used inconsistently to enhance learning during therapy sessions.	The feedback provided by the therapist enhances learning and is specific, consistent, and positive during therapy sessions.	The therapist's student feedback is used to enhance learning and is specific, consistent, and positive. Students are also encouraged and instructed to be self-motivated.	<div style="border: 1px solid black; padding: 2px; width: 30px; margin: 2px;">N/A</div> <div style="border: 1px solid black; padding: 2px; width: 30px; margin: 2px;">N/O</div>
3	Rigidly adheres to treatment plan even when poor student outcomes have been demonstrated by the data.	Adjusts treatment infrequently with minimal impact on student performance in some related activities throughout the day.	Adjusts treatment frequently when prompted to do so to enhance student performance in most related activities throughout the day.	Adjusts treatment frequently and spontaneously to enhance student performance in related activities throughout the day.	Adjusts treatment frequently and spontaneously and can demonstrate how these changes in strategy have positively effected student outcomes.	<div style="border: 1px solid black; padding: 2px; width: 30px; margin: 2px;">N/A</div> <div style="border: 1px solid black; padding: 2px; width: 30px; margin: 2px;">N/O</div>
4	Provides group instruction with no evidence of individualized adaptations for the students working at different curricular levels at the same time.	Provides inconsistent group instruction with minimal adaptations to multiple students working at different curricular levels at the same time.	Provides group instruction with minimal adaptations to meet the individual needs of the students working at different curricular levels at the same time.	Provides effective group instruction to multiple students working at different curricular levels at the same time.	Provides effective group instruction to multiple students working at different curricular levels at the same time using a variety of best practice instructional strategies.	<div style="border: 1px solid black; padding: 2px; width: 30px; margin: 2px;">N/A</div> <div style="border: 1px solid black; padding: 2px; width: 30px; margin: 2px;">N/O</div>
5	Transition times between classroom activities and therapy sessions are handled ineffectively, causing confusion and frustration for students.	Transition times between the classroom activities and therapy sessions are not effective; therefore, significant instructional time is lost.	Transition times are effective so that students move between classroom activities and therapy sessions with some instructional time lost.	Coordinates transition times effectively so that students move between classroom activities and therapy sessions with minimal instructional time lost.	Embeds therapy sessions into classroom activities so that the student doesn't lose instructional time and at times other students benefit from the motor activities.	<div style="border: 1px solid black; padding: 2px; width: 30px; margin: 2px;">N/A</div> <div style="border: 1px solid black; padding: 2px; width: 30px; margin: 2px;">N/O</div>
6	Does not readily communicate high expectations for any students or demonstrate confidence in student abilities through challenging activities.	Does not set high expectations for selected students and/or inconsistently attempts new instructional strategies and at times reduces the rigor of the activity.	Sets high expectations for all students, but inconsistently uses instructional strategies to achieve high standards and at times reduces the rigor of the activity.	Sets high expectations for all students and consistently attempts new instructional strategies rather than reducing the rigor of the activity.	High expectations are demonstrated in learning activities. Students can demonstrate or articulate the expectations and strive to achieve them.	<div style="border: 1px solid black; padding: 2px; width: 30px; margin: 2px;">N/A</div> <div style="border: 1px solid black; padding: 2px; width: 30px; margin: 2px;">N/O</div>