



# SWCCCASE SPECIAL EDUCATION THERAPIST PERFORMANCE EVALUATION SYSTEM

*Opening the world through education to  
children and young adults  
with diverse abilities*

Name:

Assignment:

Evaluator:

Program:

Completion Date:



# SPECIAL EDUCATION THERAPIST PERFORMANCE STANDARDS

**Four Domains with 15 components and 38 elements**

|   |   |
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| <p><b>Domain 1: Planning and Preparation</b></p> <ul style="list-style-type: none"><li>a. Demonstrating Knowledge of Students</li><li>b. Developing IEP Goals and Objectives &amp; Therapy Programs</li><li>c. Demonstrating Knowledge of Resources</li></ul> | <p><b>Domain 2: Environment</b></p> <ul style="list-style-type: none"><li>a. Creating an Environment of Respect and Rapport</li><li>b. Managing Therapeutic Procedures</li><li>c. Managing Student Behavior</li><li>d. Organizing Physical Space</li></ul>                                  |
| <p><b>Domain 3: Delivery of Service</b></p> <ul style="list-style-type: none"><li>a. Demonstrating Knowledge of Content</li><li>b. Communication</li><li>c. Therapy Session</li><li>d. Assessing Student Performance</li></ul>                                | <p><b>Domain 4: Professional Responsibilities</b></p> <ul style="list-style-type: none"><li>a. Maintaining Accurate Records &amp; Organization</li><li>b. Communicating with Families and Staff</li><li>c. Contributing to the School and District</li><li>d. Professional Growth</li></ul> |

Adapted From: Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, ASCD Publications, 1996

# SWCCCASE

## SPECIAL EDUCATION THERAPISTS PRE-OBSERVATION PLANNING RECORD

**Name:**

**Date:**

**Program/School:**

**Discipline:**

|   |  |
|---|--|
| <p>1. Briefly describe the student in this session, including any difficulties you anticipate. <i>(Component 1a and 1b)</i></p>                           | <p>4. How do you plan to engage students in the session? What will you do? What will the students do? <i>(Component 2b and 3a)</i></p>   |
| <p>2. What are your goals and objectives for students for this session? Why are these goals suitable for this student or group? <i>(Component 1b)</i></p> | <p>5. What instructional materials or other resources will you use? <i>(Component 1c and 2b)</i></p>   |
| <p>3. What is the relationship of this lesson to the student's classroom performance? <i>(Component 1a and 3a)</i></p>                                    | <p>6. How do you plan to gather data and assess student achievement of the goals? How do you plan to make use of the results of the assessment? <i>(Component 3d and 4a)</i></p> |

**DOMAIN 1: PLANNING AND PREPARATION**  
**Component 1a: Demonstrating Knowledge of Students**

| ELEMENT   | LEVEL OF PERFORMANCE  |  |  |   |
|---|---|--|--|---|
|   | UNSATISFACTORY  | NEEDS IMPROVEMENT  | PROFICIENT   | EXCELLENT   |
| <b>Knowledge of Developmental Characteristics and Disability Impact</b> | Therapist displays minimal knowledge of developmental characteristics of age group and the impact of the disability on student performance.<br><input type="checkbox"/> | Therapist displays generally accurate knowledge of developmental characteristics of age group and the impact of the disability on student performance.<br><input type="checkbox"/> | Therapist displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns and the impact of the disability on student performance.<br><input type="checkbox"/> | Therapist displays knowledge of typical developmental characteristics of age group, the impact of the disability on student performance, exceptions to the patterns, and the extent to which each student follows patterns.<br><input type="checkbox"/> |
| <b>Knowledge of Students' Interests &amp; Cultural Heritage</b>         | Therapist displays no knowledge of students' interests or cultural heritage.<br><input type="checkbox"/>  | Therapist displays little knowledge of the interests or cultural heritage of each student.<br><input type="checkbox"/>   | Therapist displays knowledge of the interests or cultural heritage of each student and respects diversity.<br><input type="checkbox"/>   | Therapist displays knowledge of the interests or cultural heritage of each student, respects diversity and infuses cultural awareness in the therapy session.<br><input type="checkbox"/>   |
| <b>Knowledge of Students' Goals and Objectives</b>                      | Therapist is unaware of students' goals and objectives.<br><input type="checkbox"/>   | Therapist has a general understanding of students' goals and objectives.<br><input type="checkbox"/>   | Therapist has a solid understanding of students' goals and objectives and how to incorporate them into the therapy session.<br><input type="checkbox"/>  | Therapist has a solid understanding of students' goals and objectives as they apply to the therapy session and sought to correct any deficiencies.<br><input type="checkbox"/>  |

Comments (if applicable):

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| <p><b>DOMAIN 1: PLANNING AND PREPARATION</b><br/> <b>Component 1b: Developing IEP Goals and Objectives &amp; Therapy Programs</b></p> |
|---|

| ELEMENT                        | LEVEL OF PERFORMANCE  |   |   |  |
|--------------------------------|---|---|---|--|
|                                | UNSATISFACTORY  | NEEDS IMPROVEMENT   | PROFICIENT  | EXCELLENT  |
| <b>Individual</b>              | Goals are not individualized and represent low expectations or no conceptual understanding of the students. <input type="checkbox"/>                      | Goals are moderately individualized in either their expectations or conceptual understanding of the student and in the importance of learning. <input type="checkbox"/> | Goals are individualized in their level of expectations, conceptual understanding, and the importance of learning. <input type="checkbox"/> | Not only are the goals individualized but the therapist can also clearly articulate how goals establish high expectations. <input type="checkbox"/>  |
| <b>Specific and Measurable</b> | Goals are either not specific or reasonable. Goals do not permit viable methods of assessment. <input type="checkbox"/>                                   | Goals are only moderately specific/measurable. Some goals do not permit viable methods of assessment. <input type="checkbox"/>  | All the goals are clear, written in the form of student learning, and include viable methods of assessment. <input type="checkbox"/>        | All the goals are clear, written in the form of student learning, and include viable methods of assessment, with data collection systems developed prior to implementation. <input type="checkbox"/> |
| <b>Attainable</b>              | Goals are not attainable for the diversity, age, developmental level, disability, prior knowledge, or background of the student. <input type="checkbox"/> | Most of the goals are attainable for the student. <input type="checkbox"/>  | All goals take into account the varying needs of the student and are attainable. <input type="checkbox"/>                                   | Goals take into account the varying needs of the student, reflect collaboration across disciplines and are attainable. <input type="checkbox"/>  |

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|--|--|---|---|---|
| <p><b>Using Present Levels of Performance (PLOP)</b></p>   | <p>No PLOPs are available or present levels are determined by unsubstantiated methods of measurement.</p> <p style="text-align: right;"><input type="checkbox"/></p>   | <p>Annual PLOPs are assessed using standardized assessments only. There is no discussion regarding progress on current goals and objectives.</p> <p style="text-align: right;"><input type="checkbox"/></p>   | <p>Annual PLOPs are documented based on progress on current measureable goals and objectives. Standardized assessments may be provided. There is discussion on how these levels impact the student's performance in the learning environment.</p> <p style="text-align: right;"><input type="checkbox"/></p>            | <p>Annual PLOPs are documented in relation to measureable goals and objectives and reflect collaboration across disciplines and/or related services. Discussion is provided on how these levels impact the student's performance in the learning environment.</p> <p style="text-align: right;"><input type="checkbox"/></p>  |
| <p><b>Establishing goals for the therapy program appropriate to the students served</b></p>                              | <p>Therapist has not established clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students. The therapist does not confer with grade level teams as a part of establishing goals for the program.</p> <p style="text-align: right;"><input type="checkbox"/></p> | <p>Therapist's goals for the therapy program are limited, and are only partially suitable to the situation and the age of the students. The therapists inconsistently confer with grade level teams as a part of establishing goals for the program.</p> <p style="text-align: right;"><input type="checkbox"/></p> | <p>Therapist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students. The therapist purposefully seeks knowledge from grade level teams as a part of establishing goals for the program.</p> <p style="text-align: right;"><input type="checkbox"/></p> | <p>Therapist's goals for the therapy program are diagnostically aligned to the situation in the school and to the age of the students, and have been developed collaboratively with all relevant school stakeholders, including grade level teachers, special education staff, related service personnel, and administration.</p> <p style="text-align: right;"><input type="checkbox"/></p>                        |
| <p><b>Developing a plan to appraise therapy services to meet the needs of students within a school-based program</b></p> | <p>Therapist lacks a recognition that the provision of service delivery may need to change based on eligibility and student enrollment. Therapist resists suggestions that such revisions may be indicated.</p> <p style="text-align: right;"><input type="checkbox"/></p>   | <p>Therapist anticipates the needs for revision. The therapist requires assistance in making adjustments and guidance in revising the plan.</p> <p style="text-align: right;"><input type="checkbox"/></p>  | <p>Therapist anticipates the needs for revision and makes those adjustments. The therapist's plan is organized around clear goals, is evidence-based, and correlates to the goals of the students being served.</p> <p style="text-align: right;"><input type="checkbox"/></p>  | <p>Therapist plans to appraise the therapeutic services of the school-based program is diagnostically aligned to the students being served. The therapist utilizes multiple sources of evidence, and establishes a clear path toward improving the service delivery on an ongoing basis based upon the needs of the students and the school setting.</p> <p style="text-align: right;"><input type="checkbox"/></p> |

**DOMAIN 1: PLANNING AND PREPARATION**  
**Component 1c: Demonstrating Knowledge of Resources**

| ELEMENT   | LEVEL OF PERFORMANCE   |   |   |  |
|---|--|---|---|--|
|   | UNSATISFACTORY   | NEEDS IMPROVEMENT   | PROFICIENT  | EXCELLENT  |
| <b>Demonstrating knowledge of resources, both within and beyond the school and district</b> | Therapist is unaware of resources for therapeutic use, for expanding one's own knowledge, or for staff utilization with students available through the school or district.<br><br><input type="checkbox"/> | Therapist demonstrates basic knowledge of resources for therapeutic use, for expanding one's own knowledge, or for staff utilization with students available through the school or district. The therapist has no knowledge of resources available outside of the school or the district.<br><br><input type="checkbox"/> | Therapist demonstrates awareness of resources for therapeutic use, for expanding one's own knowledge, and for staff utilization with students available through the school or district, and has some familiarity with resources outside the district.<br><br><input type="checkbox"/> | Therapist demonstrates extensive awareness of resources for therapeutic use, for expanding one's own knowledge, and for staff utilization with students available both in and outside the district. The therapist seeks out whatever resources are necessary in order to meet the needs of students receiving therapeutic services within the school and district.<br><br><input type="checkbox"/> |
| <b>Knowledge of Technical Resources and Computer Literacy</b>                               | Therapist rarely uses computer or other technology. Therapist has difficulty helping students with assistive technology devices.<br><br><input type="checkbox"/>   | Therapist displays some computer literacy and comfort with other technology but use is limited. Therapist does not always feel comfortable with the assistive technology devices.<br><br><input type="checkbox"/>   | Therapist accesses and efficiently uses computers or other technology to assist with record keeping, report writing and communication. Therapist is able to assist students to become more comfortable with technology.<br><br><input type="checkbox"/>                               | Therapist uses the computer regularly and efficiently for record keeping, report writing and communication, and is able to develop additional ways to use technology to improve efficiency. Therapist can easily help students become more proficient with computer operated assistive technology devices.<br><br><input type="checkbox"/>   |

Comments (if applicable):

**DOMAIN 2: THE ENVIRONMENT**  
**Component 2a: Creating an Environment of Respect & Rapport**

| ELEMENT                                   | LEVEL OF PERFORMANCE   |  |   |  |
|---|--|--|---|--|
|   | UNSATISFACTORY   | NEEDS IMPROVEMENT  | PROFICIENT  | EXCELLENT  |
| <b>Establishing rapport with students</b> | <p>Interactions between the therapist and the students are negative or inappropriate; students' affect and participation in therapy indicate discomfort with the therapist. Therapist is insensitive to students' ages, cultural backgrounds, and developmental levels.</p> <p style="text-align: right;"><input type="checkbox"/></p> | <p>Interactions between the therapist and the students are generally appropriate, but include occasional inconsistencies and disregard for students' ages, cultures, and developmental levels. Students appear to be moderately comfortable in the therapy setting.</p> <p style="text-align: right;"><input type="checkbox"/></p> | <p>Interactions between the therapist and the students are positive and respectful, and reflect genuine caring and empathy for the needs of the students. Students' affect and participation indicate their receptivity to the provision of therapy.</p> <p style="text-align: right;"><input type="checkbox"/></p> | <p>Interactions between the therapist and the students are positive, respectful, and incorporate individual needs as appropriate. Students demonstrate behavior aligned with the expectations that have been established within the therapeutic setting. The students are fully engaged in the evaluation and therapy activities as evidenced by at least one of the following behaviors: coming to scheduled therapy sessions independently, cooperating during expected tasks, and/or implementing acquired skills.</p> <p style="text-align: right;"><input type="checkbox"/></p> |

Comments (if applicable):



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| <b>DOMAIN 2: THE ENVIRONMENT</b><br><b>Component 2c: Managing Student Behavior</b> |
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| ELEMENT                             | LEVEL OF PERFORMANCE  |   |  |   |
|-------------------------------------|---|---|--|---|
|                                     | UNSATISFACTORY  | NEEDS IMPROVEMENT   | PROFICIENT   | EXCELLENT   |
| <b>Establishing Expectations</b>    | No standards of conduct appear to have been established and/or students are unaware of the expectations. <input type="checkbox"/> | Standards of conduct appear to have been established for most situations, and most students seem to understand them. <input type="checkbox"/> | Standards of conduct are clear to students and staff. <input type="checkbox"/> | Standards of conduct are clear to all students and staff and are clearly evidenced through multiple mediums. <input type="checkbox"/>                 |
| <b>Response to Student Behavior</b> | Therapist does not respond to behavior <input type="checkbox"/>   | Therapist responds inconsistently to student behavior. <input type="checkbox"/>   | Therapist responds to behavior appropriately. <input type="checkbox"/>         | Therapist responds to behavior appropriately, respects the students' dignity and is sensitive to students' individual needs. <input type="checkbox"/> |

Comments (if applicable):

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| <b>DOMAIN 2: THE ENVIRONMENT</b><br><b>Component 2d: Organizing Physical Space</b> |
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| ELEMENT                              | LEVEL OF PERFORMANCE  |  |   |  |
|--------------------------------------|---|--|---|--|
|                                      | UNSATISFACTORY  | NEEDS IMPROVEMENT  | PROFICIENT  | EXCELLENT  |
| <b>Organization and Use of Space</b> | <p>The available therapy space is disorganized and/or unsafe. The therapist makes no attempt to modify available space or to find alternative space.</p> <p style="text-align: right;"><input type="checkbox"/></p> | <p>The available space is fairly organized. The therapist makes some attempt to modify the available space or to find an alternative space.</p> <p style="text-align: right;"><input type="checkbox"/></p> | <p>The available space is organized. The therapist adapts or modifies the available space to meet the need of the students receiving therapeutic services or finds an alternative space.</p> <p style="text-align: right;"><input type="checkbox"/></p> | <p>The available space is very well organized and well suited to the planned therapeutic activities. The therapist effectively adapts/modifies the available space to meet the needs of students or find alternative space.</p> <p style="text-align: right;"><input type="checkbox"/></p> |

Comments (if applicable):

**DOMAIN 3: DELIVERY OF SERVICE**  
**Component 3a: Demonstrating Knowledge of Content**

| ELEMENT  | LEVEL OF PERFORMANCE  |  |  |  |
|--|---|--|--|--|
|  | UNSATISFACTORY  | NEEDS IMPROVEMENT  | PROFICIENT   | EXCELLENT  |
| <b>Demonstrating knowledge and skill in school-based therapy</b> | <p>Therapist’s plan and practice demonstrates little or no knowledge and skill in the application of therapeutic services within a school-based program. Plans reflect a narrow range of therapeutic approaches suitable to address the development of age-appropriate fine motor and/or adaptive functioning skills.</p> <p style="text-align: right;">□</p> | <p>Therapist’s plan and practice demonstrates basic knowledge and skill in the application of therapeutic services within a school-based program. The plans display limited understanding of the range of therapeutic approaches suitable to address the development of age-appropriate fine motor and/or adaptive functioning skills.</p> <p style="text-align: right;">□</p> | <p>Therapist’s plan and practice demonstrates thorough knowledge and skill in the application of therapeutic services within a school-based program. The therapist’s plans reflect familiarity within a wide range of therapeutic approaches suitable to address the development of age-appropriate fine motor and/or adaptive functioning skills. The plans are specific to the identified needs of the student receiving services.</p> <p style="text-align: right;">□</p> | <p>Therapist’s plan and practice demonstrates extensive knowledge and skill in the application of therapeutic services within a school-based program. The therapeutic practices/interventions build upon knowledge of best practices. The therapist’s plans and practice illustrates familiarity with a wide range of therapeutic approaches and anticipating student difficulty, and proactively incorporates supports to address those difficulties.</p> <p style="text-align: right;">□</p> |

Comments (if applicable):

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| <p><b>DOMAIN 3: DELIVERY OF SERVICE</b><br/> <b>Component 3b: Communication</b></p> |
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| ELEMENT                          | LEVEL OF PERFORMANCE  |   |  |  |
|----------------------------------|---|---|--|--|
|                                  | UNSATISFACTORY  | NEEDS IMPROVEMENT   | PROFICIENT   | EXCELLENT  |
| <b>Directions and Procedures</b> | Therapist's directions and procedures are confusing to students or are presented at an inappropriate level. <input type="checkbox"/>                            | Therapist's directions and procedures are clarified after initial student confusion or are excessively detailed. <input type="checkbox"/>             | Therapist's directions and procedures are clear and concise to students and contain an appropriate level of detail. <input type="checkbox"/> | Therapist's directions and procedures are clear and concise to students and anticipate possible student misunderstandings. <input type="checkbox"/>                                  |
| <b>Language Usage</b>            | Therapist's language is unclear. Language contains grammar and syntax errors. Vocabulary is inappropriate, vague, or used incorrectly. <input type="checkbox"/> | Therapist's language is clear. Vocabulary is correct but limited or is not appropriate to students' age/instructional level. <input type="checkbox"/> | Therapist's language is clear and correct. Vocabulary is appropriate to student age/instructional level. <input type="checkbox"/>            | Therapist's language is correct and expressive, with well-chosen vocabulary that enriches the lesson and is appropriate to student age/instructional level. <input type="checkbox"/> |
| <b>Feedback</b>                  | Feedback to students is not provided in a timely manner or is of poor quality. <input type="checkbox"/>   | Feedback to students is inconsistent in quality, timeliness and does not take into account age/instructional level. <input type="checkbox"/>          | Feedback is consistently provided in a timely manner and takes into account age/instructional level. <input type="checkbox"/>                | Feedback to students is consistently high quality, timely and takes into account age/instructional level. <input type="checkbox"/>   |

Comments (if applicable):

**DOMAIN 3: DELIVERY OF SERVICE**  
**Component 3c: Therapy Session**

| ELEMENT                              | LEVEL OF PERFORMANCE  |  |  |   |
|--------------------------------------|---|--|--|---|
|                                      | UNSATISFACTORY  | NEEDS IMPROVEMENT  | PROFICIENT   | EXCELLENT   |
| <b>Maintaining student equipment</b> | <p>Student equipment is lacking, ill fitting or inappropriate. Therapist does not respond to staff requests to service equipment. Therapist fails to train staff on use of equipment.</p> <p style="text-align: right;">□</p> | <p>Therapist occasionally recommends equipment but it is sometimes inappropriate or does not support student needs. Therapist is able to identify when equipment needs service, but cannot make appropriate repairs or adjustments. Therapist provides some rudimentary training for staff on equipment.</p> <p style="text-align: right;">□</p> | <p>Therapist consistently recommends equipment that supports student's needs. Therapist consistently responds to staff requests to service equipment and can make minor repairs and adjustments as needed. Therapist provides thorough training for staff on equipment use. Therapist works with outside vendor to evaluate student needs.</p> <p style="text-align: right;">□</p> | <p>Therapist has an extensive knowledge of a variety of equipment. Therapist consistently recommends equipment that supports student needs. Therapist consistently responds to staff requests to service equipment and make all repairs/adjustments as needed. Therapist anticipates future needs for equipment and advocates for student by leading the team (including outside vendors) on equipment selection.</p> <p style="text-align: right;">□</p> |

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| <p><b>Planning therapy services, integrated with the general education curriculum, to meet the needs of students being served in a school-based program</b></p> | <p>The plans for therapy services consist of a random collection of unrelated activities. The plans lack relevant clinical rationale, coherence, and are unrelated to the students' curriculum and/or demands of the educational environment.</p> <p style="text-align: right;"><input type="checkbox"/></p> | <p>The plan for therapy services is based on relevant clinical rationale, but does not fully address the students' needs to participate in the curriculum and/or access the educational environment.</p> <p style="text-align: right;"><input type="checkbox"/></p> | <p>The plans for coherent therapy services are based on relevant clinical rationale, include diagnostically relevant activities, and are related to the students' ability to access the curriculum across educational environments.</p> <p style="text-align: right;"><input type="checkbox"/></p> | <p>Therapist's plans are coherent, allow for student choice, and serve to support students' skill acquisition. The plans facilitate generalization across settings.</p> <p style="text-align: right;"><input type="checkbox"/></p>      |
| <p><b>Structure and Pacing</b></p>  | <p>The therapy has no clearly defined structure, or the pacing of the session is inappropriate.</p> <p style="text-align: right;"><input type="checkbox"/></p>   | <p>The therapy has a recognizable structure, although it is not uniformly maintained throughout the session. Pacing of the session is inappropriate.</p> <p style="text-align: right;"><input type="checkbox"/></p>   | <p>The therapy has a clearly defined structure around which the activities are organized. Pacing of the session is appropriate.</p> <p style="text-align: right;"><input type="checkbox"/></p>   | <p>The therapy's structure is highly coherent, allowing for reflection and closure. Pacing of the session is appropriate and adapted, if needed, for students.</p> <p style="text-align: right;"><input type="checkbox"/></p>           |
| <p><b>Demonstrating Flexibility and Responsiveness</b></p>  | <p>Therapist adheres to the therapy in spite of evidence of poor student understanding or lack of interest.</p> <p style="text-align: right;"><input type="checkbox"/></p>   | <p>Therapist makes minimal adjustments to the therapy session. The flow of the session is interrupted.</p> <p style="text-align: right;"><input type="checkbox"/></p>   | <p>Therapist makes adjustments to the therapy session. The flow of the therapy is not interrupted.</p> <p style="text-align: right;"><input type="checkbox"/></p>  | <p>Therapist is highly responsive to students' interests and questions, making adjustments to the therapy session, and persists in ensuring the success of all students.</p> <p style="text-align: right;"><input type="checkbox"/></p> |

Comments (if applicable):

## DOMAIN 3: DELIVERY OF SERVICE

### Component 3d: Assessing Student Performance

| ELEMENT                       | LEVEL OF PERFORMANCE   |  |   |  |
|-------------------------------|--|--|---|--|
|                               | UNSATISFACTORY   | NEEDS IMPROVEMENT  | PROFICIENT  | EXCELLENT  |
| <b>Criteria and Standards</b> | <p>The therapist proposed assessment does not consider the progress as per IEP goals.</p> <p style="text-align: right;"><input type="checkbox"/></p> | <p>Assessment criteria minimally take into account progress on IEP goals and are not clear or have not been communicated to students/staff, if appropriate.</p> <p style="text-align: right;"><input type="checkbox"/></p> | <p>Assessment criteria are clear, reflect progress as stated in the IEP goals and have been communicated to students/staff.</p> <p style="text-align: right;"><input type="checkbox"/></p>    | <p>Assessment criteria are clear, reflect progress as stated in the IEP goals and have been clearly communicated to students/staff. Students may contribute to assessment through self-monitoring or self-assessment.*</p> <p style="text-align: right;"><input type="checkbox"/></p>  |
| <b>Use for Planning</b>       | <p>The assessment results only minimally affect planning for these students.</p> <p style="text-align: right;"><input type="checkbox"/></p>          | <p>Therapist uses assessment results to plan for therapy /activity.</p> <p style="text-align: right;"><input type="checkbox"/></p>   | <p>Therapist uses assessment results to plan for individuals and groups of students to work towards therapeutic and IEP goals.</p> <p style="text-align: right;"><input type="checkbox"/></p> | <p>Therapist uses assessment results to plan for individuals and groups of students and reflects collaboration across discipline and/or related services. Students are aware of how they are meeting the established therapeutic and IEP goals and participate in planning the next steps, when appropriate.*</p> <p style="text-align: right;"><input type="checkbox"/></p> |



**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**  
**Component 4a: Maintaining Accurate Records & Organization**

| ELEMENT                            | LEVEL OF PERFORMANCE   |  |  |  |
|------------------------------------|--|--|--|--|
|                                    | UNSATISFACTORY   | NEEDS IMPROVEMENT  | PROFICIENT   | EXCELLENT  |
| <b>Data Collection</b>             | Therapist has no system for maintaining information on student progress, the system is in disarray, or is inaccurate. <input type="checkbox"/>   | Therapist's system for maintaining information on student progress is rudimentary and partially effective. <input type="checkbox"/>  | Therapist's system for maintaining information on student progress is effective, and can be easily and accurately reported to students and parents. <input type="checkbox"/>   | Therapist's system for maintaining information on student progress is effective and can be easily and accurately reported to students and parents. Support personnel are able to access and utilize the system. <input type="checkbox"/>         |
| <b>Timelines*</b>                  | Therapist does not meet deadlines. <input type="checkbox"/>  | Therapist is often unaware of approaching deadlines and takes excessive time from instruction for task completion. Therapist meets some deadlines. <input type="checkbox"/>  | Therapist meets all deadlines. <input type="checkbox"/>  | Therapist meets all deadlines in advance of due date. <input type="checkbox"/>   |
| <b>Organizing time effectively</b> | Therapist lacks time-management skills. This results in confusion, missed deadlines for evaluations and meetings, an inconsistent therapy schedule, or not completing paperwork in a timely manner. Therapist does not communicate with teachers | Therapist's time-management skills are moderately well developed. The therapist meets deadlines for evaluations and meetings, sees some students for therapy based on the set schedule, and completes some paperwork in a timely manner. Therapist is inconsistent in communicating with teachers regarding deliberate | Therapist's time-management skills are effective. The therapist has clearly defined schedules for student therapy, meets deadlines for paperwork and completes the preparations necessary for student meetings in an effective manner. Therapist | Therapist demonstrates excellent time-management skills. The therapist completes all timelines for evaluating students, prepares effectively for student meetings, provides therapy for students on his/her caseload, and establishes a cohesive |

|  |   |                          |   |   |
|--|---|--------------------------|---|---|
|  | regarding deliberate<br>schedule changes. | schedule changes.        | communicates with teachers<br>regarding deliberate<br>schedule changes as<br>necessary. | schedule that is executed in<br>both an efficient and<br>dependable manner.<br>Therapist utilizes time for<br>consultations with staff<br>and/or preparation of<br>adaptive materials that will<br>assist in fulfilling the needs<br>of students. Therapist is<br>proactive in<br>communicating with<br>teachers regarding all<br>schedule changes. |
|  | <input type="checkbox"/>                  | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/>  |

\*For example IEP, medical and attendance responsibilities.

Comments (if applicable):

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| <b>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b><br><b>Component 4b: Communicating with Families and Staff</b> |
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| ELEMENT  | LEVEL OF PERFORMANCE  |  |   |   |
|--|---|--|---|---|
|  | UNSATISFACTORY  | NEEDS IMPROVEMENT  | PROFICIENT  | EXCELLENT   |
| <b>Parent Communication</b>  | Therapist provides no information to parents and does not respond or responds insensitively to parent concerns about students. <span style="float: right;"><input type="checkbox"/></span>  | Therapist provides minimal information to parents and does not respond or responds insensitively to parent concerns about students. <span style="float: right;"><input type="checkbox"/></span>                                    | Therapist frequently provides information to parents on both positive and negative aspects of student information. <span style="float: right;"><input type="checkbox"/></span>  | Therapist frequently provides information to parents on both positive and negative aspects of student information. Response to parent concerns is handled with great sensitivity. <span style="float: right;"><input type="checkbox"/></span>                         |
| <b>Communication during the IEP Process</b>                              | Therapist does not provide information in the IEP of current levels of function that apply to educational concerns. The educational relevance is unclear from the written IEP and the discussions during the IEP process. <span style="float: right;"><input type="checkbox"/></span> | Therapist communicates oral and written information in the IEP process but it is unclear to IEP team members. <span style="float: right;"><input type="checkbox"/></span>  | Therapist communicates oral and written information effectively in the IEP process. Abbreviations and jargon are avoided or explained. <span style="float: right;"><input type="checkbox"/></span>                                      | Therapist effectively communicates oral and written information during the IEP process. Therapist provides the IEP team members with information regarding student performance from a variety of sources. <span style="float: right;"><input type="checkbox"/></span> |
| <b>Response to General Education Teachers and/or Other Professionals</b> | Therapist fails to respond to concerns and questions of general education teachers and/or other professionals. Therapist does not provide information to other team members. <span style="float: right;"><input type="checkbox"/></span>  | Therapist responds to concerns and questions, but fails to respond promptly or to address all issues. Therapist only informs team members of information upon request. <span style="float: right;"><input type="checkbox"/></span> | Therapist responds to concerns and questions in a timely fashion, seeking answers when not readily available. Therapist provides team members with appropriate information. <span style="float: right;"><input type="checkbox"/></span> | Therapist anticipates concerns and questions from team members and initiates contact. <span style="float: right;"><input type="checkbox"/></span>   |

Comments (if applicable):

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|--|
| <b>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b><br><b>Component 4c: Contributing to the School and District</b> |
|--|

| ELEMENT   | LEVEL OF PERFORMANCE   |   |  |   |
|---|--|---|--|---|
|   | UNSATISFACTORY   | NEEDS IMPROVEMENT   | PROFICIENT   | EXCELLENT   |
| <b>Relationships with Colleagues</b>                    | Therapist's relationships with colleagues are negative or self-serving.<br><input type="checkbox"/>  | Therapist maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.<br><input type="checkbox"/> | Support and cooperation characterize relationships with colleagues.<br><input type="checkbox"/>                              | Support and cooperation characterize relationships with colleagues. Therapist takes initiative in assuming leadership among the faculty.<br><input type="checkbox"/>  |
| <b>Participation in School and Cooperative Projects</b> | Therapist avoids becoming involved in school and cooperative activities.<br><input type="checkbox"/> | Therapist participates in school and cooperative activities when specifically asked.<br><input type="checkbox"/>                                  | Therapist volunteers to participate in school and cooperative activities, making a contribution.<br><input type="checkbox"/> | Therapist volunteers to participate in school and cooperative activities making a substantial contribution, and/or assumes a leadership role in a major school or cooperative activity.<br><input type="checkbox"/> |

Comments (if applicable):

|  |
|--|
| <b>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b><br><b>Component 4d: Professional Growth</b> |
|--|

| ELEMENT  | LEVEL OF PERFORMANCE   |  |  |   |
|--|--|--|--|---|
|  | UNSATISFACTORY   | NEEDS IMPROVEMENT  | PROFICIENT   | EXCELLENT   |
| <b>Enhancing Professional Knowledge and Skills</b> | Therapist does not participate in professional development activities to enhance knowledge or skills. <input type="checkbox"/> | Therapist participates in some professional development activities to enhance knowledge and skills. <input type="checkbox"/> | Therapist seeks out opportunities for professional development to enhance knowledge and skills. <input type="checkbox"/> | Therapist seeks out opportunities for professional development and shares information with others. <input type="checkbox"/> |

Comments (if applicable):

## **PROFESSIONALISM**

### **Attendance/Punctuality**

Number of Sick Days Used to Date:

Personal Days Used to Date:

Number of Learning Links Credits Completed to Date:

### **Professional Appearance**

### **Professional Demeanor**

## RATING

### Domain 1: Planning and Preparation

- a.
- b.
- c.

### Domain 2: The Environment

- a.
- b.
- c.
- d.

### Domain 3: Instruction

- a.
- b.
- c.
- d.

### Domain 4: Professional Responsibilities

- a.
- b.
- c.
- d.

**TOTALS:**

**TOTAL POINTS:**

**NUMBER OF ITEMS RATED:**

**Overall Performance Rating:**

|                   |             |
|-------------------|-------------|
| Excellent         | 3.51 – 4.0  |
| Proficient        | 2.50 – 3.50 |
| Needs Improvement | 2.0 – 2.49  |
| Unsatisfactory    | 1.0 – 1.99  |

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

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **Professional Data Record**

**Please share additional information since you last evaluation.**

Name:

Date:

Please record all significant accomplishments. Your comments should serve to clarify and give specific meaning to each item.

**Contributions to Program, District and/or Cooperative beyond the regular assignment**  
(committees, co-curricular, etc.):

**Academic Preparation** (academic courses, workshops, conferences, etc.):

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### **Professional Contributions:**

Memberships:

Presentations:

Published Work:

Other:

**Awards and Recognition:**

**Other:**

### **Self Assessment**

Strengths:

Areas for Professional Growth:

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Employee Signature/Date