

Paterson Public Schools



Occupational and Physical Therapist Practice Rubric

Professional Educator Performance Standards

1. Planning and Preparation (x2)

- ❖ **Special Service Providers plan for quality service using a comprehensive approach.**

2. Data Informed Decision Making (x2)

- ❖ **Special Service Providers use multiple sources of data to inform their decision making.**

3. Delivery of Service (x3)

- ❖ **Special Service Providers delivers quality services.**

4. Interventions (x3)

- ❖ **Special Service Providers increase the probability of advancing individual student achievement.**

5. Contributions to the Learning Environment (x2)

- ❖ **Special Service Providers make contributions to the learning environment, supporting a culture that is conducive to student well-being and learning.**

6. Leadership (x2)

- ❖ **Special Service Providers have a responsibility for professional growth and positive leadership.**

7. Professional Responsibilities (x1)

- ❖ **Special Service Providers have a responsibility to the profession, district, parents, students and the public.**

PERFORMANCE STANDARD #1: PLANNING AND PREPARATION

Special Service Providers plan for quality service using a comprehensive approach.

| Service and Support | | Level of Performance | | | | |
|-------------------------------------------------|----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| | | The Occupational and/or Physical Therapist performing at this level: | | | | |
| The OT/PT Therapist should know and be able to: | | <i>Unsatisfactory</i> | <i>Progressing</i> | <i>Proficient</i> | <i>Exemplary</i> | <i>Evidence:</i> |
| 1a | Establish and maintain clear and organized procedures for referral. | Inconsistently implements procedures for referrals. Has not clarified procedures for referrals, thus, when someone wants to refer a student for OT/PT services, they are not sure how to go about it. | Follows established procedures for referrals, although details are not always clear nor implemented in a timely manner | Has procedures for referrals, meetings and consultations with parents and administrators that are clear to everyone. Pre-referral through post testing systems are organized and efficient. | Establishes procedures for all aspects of referral ,gathering important history data and previous assessment information. Has systems in place for consultation follow-up with parents, educators, solution teams and/or agencies. Pre-referral through post conference responsibilities are well organized and seamlessly implemented. | |
| 1b | Use knowledge to develop a quality OT/PT program. | Demonstrates minimal knowledge and skill in the area of OT/PT program development, thus planning for service delivery results in a random collection of unrelated activities, lacking coherence or an overall structure. | Demonstrates knowledge and skill in the area of OT/PT program development and uses this to guide planning of appropriate activities. | Incorporates thorough knowledge and skill in the area of OT/PT program development resulting in thoughtfully designed plans that are inclusive of all-important aspects of delivering comprehensive services. | Incorporates extensive knowledge and skill in the area of OT/PT programming resulting in quality comprehensive plans that support and reinforce students both in therapy and within the broader educational program. | |

| | | | | | | |
|----|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 1c | <p>Establish sessions/ evaluations, goals or meeting outcomes.</p> <p><i>As appropriate to student population</i></p> | Does not clarify session goals or meeting outcomes and/or the purposes may be inappropriate for the student or situation. | Appears to know what they want to accomplish by the end of the session or meeting, although it may be unclear to others. | Establishes clear goals appropriate to the situation when working with or evaluating students. Outcomes for sessions or meetings are stated in advance. | Encourages student understanding of the goals and purpose of each session or evaluation. Session or meeting outcomes are clarified in advance and participants know what is expected of them. | |
| 1d | <p>Plan interventions, accommodations and modifications to maximize likelihood of student success.</p> | Develops IEP's that are not suitable for students, or interventions are mismatched with the findings of the identified needs. | Develops IEP's for individual motor needs that are partially suitable to the situation and to the age of the student. Works with team to develop intervention plans and is gaining expertise from others in comprehensive educational planning for student success. | Consistently develops individualized therapy plans that include all motor needs. Plans are clear and appropriate to the situation in the school and to the age of the student. Interventions are both suitable and aligned with identified student needs on the IEP. Plans are appropriate for the situation and are geared toward maximizing the likelihood of student success. | Thoroughly develops individualized therapy service plans that include all motor needs. Plans are highly appropriate to the situation in the school and to the age of the student. Considers results from multiple assessments and sources when developing comprehensive student IEP's. Finds ways to creatively meet student needs and incorporate many related elements, thus maximizing the likelihood of student success both in and outside of the therapy setting. | |

| | | | | | | |
|----|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 1e | Collect and use results to evaluate and improve the OT/PT program. | Has no plan to evaluate the OT/PT program or services and resists suggestions that such an evaluation is important. | Has a basic plan to evaluate the OT/PT program and/or effectiveness of service delivery for individual students. | Has a plan to evaluate the effectiveness of the OT/PT program. Is organized around clear goals and the collection of evidence to indicate the degree to which the OT/PT program goals have been met and individual service delivery has been effective. | Initiates an OT/PT program evaluation plan that is evidence based. Actively seeks multiple sources of feedback from which to develop a clear path toward improving the OT/PT program and individual service delivery on an ongoing basis. | |
| 1f | Comply with established Special Education guidelines and procedures. | Either unaware or non-compliant of district Special Education policies and procedures. Does not perform duties as evaluator and/or case manager, nor adheres to timelines required by the IEP of each student. Does not submit monthly case management Medicaid report (if applicable). | Somewhat follows established district Special Education policies and procedures. Occasionally performs duties as evaluator and/or case manager and adheres to some timeline required by the IEP of each student. Submits monthly case management Medicaid report (if applicable). Develops IEP's that are somewhat standards-based. | Consistently follows established Special Education policies and procedures. Performs duties as evaluator and/or case manager, adhering to timelines required by the IEP of each student. Submits monthly case management Medicaid reports (if applicable). Develops standards-based IEP goals and objectives. | Demonstrates full knowledge and compliance with Special Education policies and procedures. Performs duties as evaluator and/or case manager, holding to all required timelines and other requirements of the IEP's of each student. Submits Medicaid billing as case manager on a monthly basis (if applicable). Develops standards-based IEP's. Provides professional development within school or district setting. | |

| | | | | | | | |
|--------------------------------------|---------------------------------------------------|--------------------------------------------------|---------------------------------------------------|-------------------------------------------------|--------------------------------------------------|---------------------------------------------------|----------------------------------------------|
| Standard #1 Overall Score | <input type="checkbox"/> Unsatisfactory | <input type="checkbox"/> Progressing I | <input type="checkbox"/> Progressing II | <input type="checkbox"/> Proficient I | <input type="checkbox"/> Proficient II | <input type="checkbox"/> Proficient III | <input type="checkbox"/> Exemplary |
| | 1 - Ineffective | 2 - Partially Effective | | 3 - Effective | | 4 - Highly Effective | |

Comments:

PERFORMANCE STANDARD #2: DATA INFORMED DECISION MAKING

Special Service Providers use multiple sources of data to inform their decision making.

| Service and Support <i>The OT/PT should know and be able to:</i> | | Level of Performance The Occupational and/or Physical Therapist performing at this level: | | | | |
|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| | | <i>Unsatisfactory</i> | <i>Progressing</i> | <i>Proficient</i> | <i>Exemplary</i> | <i>Evidence:</i> |
| 2a | Analyze and use results from multiple sources or assessments in decision making. | Does not collect appropriate history or data to determine needs. No information is gathered with which to make changes. | Only collects basic history and assessment data to complete evaluation requirements. Has not linked specific treatment decisions to the data. | Collects and analyzes data from a variety of sources to inform decision-making. Analysis of data is shared with IEP team, parents and/or other school personnel in designing effective student plans. | Systematically collects data from a variety of sources (social history, achievement trend data, interviews, personal communication, rating scales, evaluation data) to inform decision making when designing comprehensive student plans. Draws inferences from the data to make decisions about future therapy sessions and interventions. Analysis of the data makes a positive contribution toward effectively formulating recommendations to the IEP team, parents and/or other school personnel. | |
| 2b | Use OT/PT assessments and progress monitoring systems that are aligned with plans. | Does not use OT/PT assessments or progress monitoring systems and/or assessment tasks are not aligned with motor plans. | Implements OT/PT assessments that propose to assess some aspects of the aligned motor plan. | Uses OT/PT assessment results and progress monitoring tools to keep track of continual student improvement toward therapy goals. Assessment tasks are aligned with the demonstration of knowledge and/or skill required within the motor plan. | Uses and/or designs assessment tasks and progress monitoring systems. Knows in advance how student success toward therapy goals will be measured. Assessments require demonstrations of knowledge and/or skill that are aligned to the motor plan. | |

| | | | | | | |
|----|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 2c | Provide appropriate feedback. | Poorly communicates information regarding the needs of students. Written reports are either incomplete or not completed in a timely manner. Does not follow-up with parents or families regarding recommendation effectiveness. | Communicates individual needs of students to appropriate school personnel. Written reports meet legal requirements. Occasionally follows-up with parents and school personnel regarding effectiveness of recommendations. | Exchanges information from evaluations in a meaningful manner to the IEP team, families and/or other school personnel while being sensitive to the needs of students and families. Interprets assessment and therapy results for others. Written reports and documentation is both accurate and completed in a timely manner. Regularly follows-up with parents and school personnel regarding the effectiveness of recommendations. | Communicates with families and other professionals in a manner highly sensitive to cultural and linguistic traditions. Adept at interpreting and communicating evaluation and therapy results to teach others about student needs. Written reports are accurate, well organized and well written. Provides consistent follow-up with families and school personnel to determine effectiveness of recommendations. | |
| 2d | Utilize technology to gather data and enhance the learning environment. | Use of available technology is not evident. Unaware of how to access or use electronic data management systems to store and retrieve student information and student plans, or generate reports. | Demonstrates some technology skills that support service delivery. Has a working knowledge of how to access student information achievement results, student plans and is able to generate reports. | Uses computer programs that assist with effectiveness of service delivery. Knowledgeable about assistive technology. Uses district electronic data management tools to access student information, student plans, achievement results and to generate reports. | Assumes an active leadership role by instructing others on the use of computer programs that promote effectiveness and efficiency in service delivery. Knowledgeable about assistive technology or other specialized software. Uses district electronic data management tools proficiently to create reports and analyze progress-monitoring data. | |

| | | | | | | | |
|--------------------------------------|---------------------------------------------------|--------------------------------------------------|---------------------------------------------------|-------------------------------------------------|--------------------------------------------------|---------------------------------------------------|----------------------------------------------|
| Standard #2 Overall Score | <input type="checkbox"/> Unsatisfactory | <input type="checkbox"/> Progressing I | <input type="checkbox"/> Progressing II | <input type="checkbox"/> Proficient I | <input type="checkbox"/> Proficient II | <input type="checkbox"/> Proficient III | <input type="checkbox"/> Exemplary |
| | 1 - Ineffective | 2 - Partially Effective | | 3 - Effective | | 4 - Highly Effective | |

Comments:

PERFORMANCE STANDARD #3: Delivery of Service

Special Service Providers deliver quality services.

| Service and Support | | Level of Performance | | | | |
|---------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| | | The Occupational and/or Physical Therapist performing at this level: | | | | |
| The OT/PT should know and be able to: | | <i>Unsatisfactory</i> | <i>Progressing</i> | <i>Proficient</i> | <i>Exemplary</i> | <i>Evidence:</i> |
| 3a | Craft sessions for effective use of allotted time. | Uses too much time getting the attention of student to begin the session. Lacks the ability to focus sessions on specific objectives. Therapy time is often filled with activities that merely consume time and do not necessarily address goals. Transitions are chaotic, with much time lost between activities or session segments. Session ends with no closure. | Loses some session time engaging students in the session upon arrival. Provides therapy that lacks clear focus due to continual distractions with other tasks and discussions. Only some transitions are efficient, resulting in more loss of time for learning. Some closure is given at end of session. | Engages students upon arrival to the OT/PT setting.. Utilizes treatment interventions and modalities that assist with attainment of stated IEP goals and individualized objectives. Ensures transitions are smooth with no loss of session time. Provides purposeful closure to the session. | Teaches students to engage in the session upon arrival. The session is focused primarily on clearly defined objectives. Transitions are seamless, with very little downtime. Sessions have purposeful closure. | |
| 3b | Ensure sessions or meetings are focused and productive while promoting active participation. | Does not assume responsibility for ensuring that sessions or meetings are both focused and productive. | Is working on improving facilitation skills to ensure that sessions and meetings are both focused and productive. | Frequently monitors the success of the session or meeting against the intended outcomes. Able to facilitate sessions or meetings that are generally focused, productive and encouraging of active participation. | Consistently seeks input from participants when monitoring the success of the session or meeting against the intended outcomes. Facilitation skills promote active participation during focused and productive sessions or meetings. | |

| | | | | | | |
|----|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 3c | Deliver appropriate and relevant sessions. | Design of session activities lacks focus in relationship to appropriate interventions based on student need. No modifications or accommodations are evident. Effective modeling is not evident, nor checks for understanding. The OT/PT's professional relationships with the individual students does not contribute to effective learning. | Designs therapy activities that are generally focused on appropriate interventions, but is primarily OT/PT directed and limits student responses and practice. Some inconsistent accommodations and/or modifications are evident. Some modeling is evident. Checks for understanding during the session. Occasionally noted positive feedback and motivation to student. | Involves students in meaningful experiences, which contribute to their progress. Checks for understanding throughout the session by soliciting responses from students to show they are learning. OT/PT interacts in a positive way with students, providing support, motivation and recognition of growth. | Actively involves students in meaningful session experiences which significantly contribute to their continual improvement. Therapy goals are challenging, appropriate and links well with students' prior knowledge and experiences. Continually checks for understanding, throughout the session, by expecting responses from the student. OT/PT provides motivation and recognition resulting in continual improvement. | |
| 3d | Use a variety of materials, methods, and strategies to remove barriers to learning. | Uses a limited number of intervention strategies. | Uses some activities, materials, methods and strategies that reflect a moderate understanding of student needs and IEP objectives. Some IEP objectives are suitable to the student and the approaches to therapy are somewhat appropriate to student needs. Is supportive of students in the school setting. | Implements engaging sessions that reflect a solid understanding of the student's appropriate learning activities, strategies, materials, resources and assessments. IEP objectives are addressed in a manner both understandable and suitable to the student. Works collaboratively with school personnel to remove barriers to learning and student success. | Implements engaging sessions based on extensive expertise and understanding of students. Therapy sessions include objectives, strategies, materials, that align to IEP objectives.. Uses a variety of methods and strategies that include finding ways to creatively meet student needs both in and outside of the therapy setting. Is instrumental in organizing collaborative partnerships with school and community personnel to remove barriers to learning and student success. | |

| | | | | | | |
|-----------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 3e | Involve students in self-advocating for their motor needs based on developmental levels. | Does not have a system in place for students to monitor their own progress. | Provides students with information about their current progress as they engage in therapy activities and at regularly scheduled reporting periods. | Establishes and uses a system for students to use to monitor their own progress towards individualized goals over time based on developmental levels.. Prepares students for self-assessment (e.g. models the process, provides support materials). Provides students with information about their progress over time and coaches the students use the data to improve their performance. | Establishes and uses a system that supports student tracking their proficiency and monitoring their own progress towards individual goals over time. The system includes students keeping artifacts that demonstrate achievement in relationship to therapy targets as developmentally appropriate. Helps all students to engage in reflection about their growth over time. | |
|-----------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

| | | | | | | | |
|--------------------------------------|--------------------------|--------------------------------|--------------------------|--------------------------|--------------------------|-----------------------------|--------------------------|
| Standard #3 Overall Score | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Unsatisfactory | Progressing I | Progressing II | Proficient I | Proficient II | Proficient III | Exemplary |
| | 1 - Ineffective | 2 - Partially Effective | | 3 - Effective | | 4 - Highly Effective | |

Comments:

PERFORMANCE STANDARD #4 Interventions

Special Service Providers increase the probability of advancing individual student achievement.

| Service and Support | | Level of Performance | | | | |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| | | The Occupational and/or Physical Therapist performing at this level: | | | | |
| The OT/PT should know and be able to: | | <i>Unsatisfactory</i> | <i>Progressing</i> | <i>Proficient</i> | <i>Exemplary</i> | <i>Evidence:</i> |
| 4a | Chooses appropriate therapeutic activities, differentiating based on individual student participation and performance. | Does not choose appropriate therapeutic interventions. Unfamiliar with the different approaches to learning or delivers therapy with little regard for varying styles of learning. Sessions are designed with a “one size fits all” approach. | Chooses some appropriate therapeutic interventions; however, lacks structure and organization. Displays general understanding of the various approaches to learning; . however sessions are not modified to meet the needs of students with varying learning styles. The OT/PT may use different strategies, but they are used with little thought about their effectiveness in helping individual students improve. | Chooses therapeutic activities that are correlated to student skill levels and connected to therapy goals. Displays solid understanding of the method in which to properly differentiate therapeutic lessons based on student need. . Is able to differentiate sessions by content, process or product depending on unique learning styles of the students. Provides a variety of opportunities for students to demonstrate learning through a variety of response formats. Monitors the effectiveness of various approaches based on student improvement results. | Expertly chooses therapeutic activities that will be best suited to the student and their environment. Provides students with multiple avenues to acquire information and demonstrate knowledge. Effectively differentiates sessions by content, process or product depending on the unique needs of individual learners. Has command of a variety of differentiated therapeutic strategies; while staying focused on therapy goals. Demonstration of these differentiated therapeutic strategies reflects therapist recognition of subtle variations of student performance throughout the session. Monitors the effectiveness of various approaches against student improvement results. | |
| 4b | Monitor and adjust therapeutic interventions while supporting staff as needed and promoting student participation and engagement. | Does not attempt to adjust the activity in response to student confusion. Interventions generally do not assist students in error correction toward achievement of goals. Does not attempt to communicate with school personnel &/or others regarding interventions. | Does not attempt to adjust the activity in response to student confusion. Interventions generally do not assist students in error correction toward achievement of goals. Does not attempt to communicate with school personnel &/or others regarding interventions. | Develops and monitors interventions. Follows-up with appropriate school personnel and/or others. Incorporates student’s interests and questions into the intervention. Makes subtle and important adjustments in the therapy plans as needed based on the students response. | Seizes on a teachable moment and makes adjustments to the activities that are designed to assist individual students. Determines the most appropriate materials and equipment for a student’s skill level. Incorporates a communication and feedback plan to parents and/or educational staff in order to demonstrate current levels of student performance. | |
| 4c | Demonstrate | Adheres to the treatment plan, in | Makes modest changes in the therapy plans | Continually seeks ways to improve the OT/PT session | Persists in seeking effective ways to improve the OT/PT | |

| | | | | | | |
|-----------|--------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| | flexibility and ensures pacing of therapy session facilitates learning. | spite of evidence of its inadequacy. Pacing of the therapy session drags or is rushed. Gives up or places blame elsewhere when student plans are not successful. | when confronted with evidence of the need for change. Pacing of therapy session is uneven but there is a recognizable beginning, middle and end. | for student success. Pacing is appropriate allowing student to move through activities without long pauses. . Revises therapy plans & schedule when it is needed. | session for student success. Makes changes in the schedule and therapy plan as needed in response to student, parents, teacher and/or other external factors & input. Demonstrate flexibility, priority setting and effective time management strategies. | |
| 4d | Participate as a member of an intervention or solution team. | Does not make an effort to participate in collaborative meetings and does not provide information prior to the meeting | Attends CST meetings, but is not an active participant. Defers to others for guidance and does not demonstrate knowledge of special education guidelines. | Participates actively as a member of the child study team. When appropriate, provides guidance to the team. | Provides guidance while making purposeful and productive contributions to the child study team. Actively engages in problem solving and assists in finding solutions that are in the best interest of the student. | |
| 4e | Demonstrate problem solving skills and responsiveness. | Maintains the status quo and does not contribute to meeting the needs of diverse learners in an environment with high expectations. | Acts in ways that contributes to meeting the needs of diverse learners in an environment with high expectations. | Maintains, practices, contributes and strengthens-meeting the needs of diverse learners in an environment with high expectations. | Initiates and consistently engages in problem-solving to that contributes to meeting the needs of diverse learners in an environment with high expectations. | |

| | | | | | | | |
|--------------------------------------|--------------------------|--------------------------------|--------------------------|--------------------------|--------------------------|-----------------------------|--------------------------|
| Standard #4 Overall Score | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Unsatisfactory | Progressing I | Progressing II | Proficient I | Proficient II | Proficient III | Exemplary |
| | 1 - Ineffective | 2 - Partially Effective | | 3 - Effective | | 4 - Highly Effective | |

Comments:

PERFORMANCE STANDARD #5: Contributions to the Learning Environment

Special Service Providers make contributions to the learning environment, supporting a culture that is conducive to student well-being and learning.

| Service and Support | | Level of Performance | | | | |
|---------------------------------------|---------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| | | The Occupational and/or Physical Therapist performing at this level: | | | | |
| The OT/PT should know and be able to: | | <i>Unsatisfactory</i> | <i>Progressing</i> | <i>Proficient</i> | <i>Exemplary</i> | <i>Evidence:</i> |
| 5a | Model positive and respectful rapport. | Demonstrates little to no appreciation of the students as individuals and, at times, embarrasses and/or devalues students through words or actions. Clear lack of rapport exists between the OT/PT and students. Displays interactions with students that are negative or inappropriate. Students appear uncomfortable in the evaluation and/or therapy environment. | Shows an awareness of student individuality and the need to dignify the students' behaviors and responses, but lacks skill in strongly supporting and honoring them. Efforts at developing rapport are partially successful. | Recognizes student individuality and the dignity of each student is consistently maintained. Interactions with students are positive and respectful. Students appear comfortable in the evaluation and/or therapy environment. | Encourages student individuality and the dignity of each student is consistently maintained and honored. Interactions consistently demonstrate positive and respectful rapport. Is someone who students seek out; reflecting a high degree of comfort and trust in the relationship. | |
| 5b | Establish standards of conduct in the evaluation and/or therapy setting. | As no standards of conduct that have been established, and OT/PT disregards or fails to address negative student behavior during evaluation and/or therapy. | Establishes standards of conduct for the evaluation and/or therapy setting. The OT/PT's attempts to monitor and correct negative student behavior during evaluations or therapy are partially successful. | Has clearly defined and posted standards of conduct for the evaluation and/or therapy setting. The OT/PT monitors student behavior against those standards. Response to students and behavior redirections are appropriate and respectful. | Has clearly defined standards of conduct for the evaluation and/or therapy setting. OT/PT's monitoring of students is both subtle and preventive. Students engage in self-monitoring of their own behavior. | |

| | | | | | | |
|-----------|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 5c | Ensure that students with special needs are placed within the least restrictive environment (LRE). | Does not advocate for student nor parent right. Demonstrates little to no understanding of least restrictive environment. | Occasionally advocates for parent and student rights. Attempts to support students in the least restrictive environment. | Advocates for students and families in the school setting and the community at large. Works collaboratively with the IEP team to consistently places and supports students in the least restrictive environment. | Serves as an advocate for parent and student rights, insuring that their rights are respected. Offers alternatives to more restrictive settings in collaboration with the IEP team. Seeks out appropriate programming to support least restrictive placement. Creatively balances needs of school and needs of student. | |
| 5d | Comply with established school wide procedures. | Ignores school procedures. Supervision of students outside the OT/PT setting is nonexistent or haphazard. Student safety is compromised by OT/PT's lack of compliance with emergency procedures. | Follows established school procedures. Supervision of students outside the OT/PT setting is inconsistent or lacks an appropriate level of attention. The OT/PT follows established procedures in emergency situations and does not intentionally compromise student safety. | Consistently follows established school procedures. Supervision of students outside the OT/PT setting is consistent and at an appropriate level of attention. Ensures student safety by following established procedures in emergency situations. | Demonstrates full knowledge and compliance with all school and emergency procedures. Supervision of students outside the OT/PT setting is consistently appropriate. Students are attuned to the reasons for the procedures and assume responsibility in their enforcement. | |

| | | | | | | | |
|----------------------------------|---------------------------------------------------|--------------------------------------------------|---------------------------------------------------|-------------------------------------------------|--------------------------------------------------|---------------------------------------------------|----------------------------------------------|
| Standard #5 Overall Score | <input type="checkbox"/> Unsatisfactory | <input type="checkbox"/> Progressing I | <input type="checkbox"/> Progressing II | <input type="checkbox"/> Proficient I | <input type="checkbox"/> Proficient II | <input type="checkbox"/> Proficient III | <input type="checkbox"/> Exemplary |
| | 1 - Ineffective | 2 - Partially Effective | | 3 - Effective | | 4 - Highly Effective | |

Comments:

PERFORMANCE STANDARD #6: Leadership

Special Service Providers have a responsibility for professional growth and positive leadership.

| Professional Responsibilities | | Level of Performance | | | | |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| | | The Occupational and/or Physical Therapist performing at this level: | | | | |
| The OT/PT should know and be able to: | | <i>Unsatisfactory</i> | <i>Progressing</i> | <i>Proficient</i> | <i>Exemplary</i> | <i>Evidence:</i> |
| 6a | Understand their role and responsibility in implementing the District, Department and/or Building Action Plan. | Allows others to fulfill the goals and priorities outlined in the District, Department and/or Building Action Plan. Writes individual, measurable goals as required. | Works collaboratively with leadership to fulfill the goals and priorities outlined in the District, Department and/or Building Action Plan. Develops individual, measurable goals that align with the department action plan. | Fully participates in collaboratively fulfilling the goals and priorities outlined in the District, Department and/or Building Action Plan. Establishes individual, measurable goals that align with the department action plan and monitors own progress in reaching these goals. | Takes an active leadership role in collaboratively fulfilling the goals and priorities outlined in the District, Department and/or Building Action Plan. Establishes individual, measurable goals that align with the department action plan and monitors own progress in reaching these goals. | |
| 6b | Continue professional growth. | Does not engage in professional development activities other than for licensure renewal. Makes no effort to share knowledge with others or to contribute productively to school outcomes. | Participates in professional development opportunities to gain new skills. Seeks to improve practices. Supports others in leadership roles. | Seeks new professional development opportunities to challenge self to grow professionally. Actively reflects on improving practices and setting new goals. Finds ways to share best practice strategies with others, may even serve as mentor. Assumes a positive leadership role within the school | Is a life-long learner. Reflects on and challenges self to continue to grow professionally. Shares best practice strategies, positively impacting the work of others through mentorship. Assumes a positive leadership role in seeking more effective ways to accomplish professional growth goals and improve the organization. | |

| | | | | | | |
|-----------|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 6c | Support collaborative partnerships. | Avoids or may have negative relationships with administrators and colleagues. Does not become involved in school, department and/or district events and projects. | Maintains cordial relationships with administrators and colleagues to fulfill duties that the school requires. Participates in school, department and/or district events or projects when specifically asked. | Provides mutual support and cooperation with administrators and colleagues. Actively participates in a culture of professional inquiry. Serves by volunteering to participate in school, department and/or district events and projects, making a substantial contribution. | Works collaboratively with administrators, educators, support staff, professionals, parents and others to improve the effective functioning of the department or school. Makes a substantial contribution by volunteering to participate in collaborative partnerships that extend beyond the department to the district, community and/or universities. | |
|-----------|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

| | | | | | | | |
|--------------------------------------|--------------------------|--------------------------------|--------------------------|--------------------------|--------------------------|-----------------------------|--------------------------|
| Standard #6 Overall Score | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Unsatisfactory | Progressing I | Progressing II | Proficient I | Proficient II | Proficient III | Exemplary |
| | 1 - Ineffective | 2 - Partially Effective | | 3 - Effective | | 4 - Highly Effective | |

Comments:

PERFORMANCE STANDARD #7: Professional Responsibilities

Special Service Providers have a responsibility to the profession, district, parents, students, and the public.

| Professional Responsibilities: | | Level of Performance | | | | |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| | | The Occupational and/or Physical Therapist performing at this level: | | | | |
| The OT/PT should know and be able to: | | <i>Unsatisfactory</i> | <i>Progressing</i> | <i>Proficient</i> | <i>Exemplary</i> | <i>Evidence:</i> |
| 7a | Adhere to federal laws, state statutes and regulations pertaining to education, the Board of Education (BOE) Policies, the Agreement of Trust and Understanding (ATU) and school rules. | Disregards or has no awareness of legal and professional responsibilities pertaining to education. Does not comply with school rules and Paterson Public Schools policies and procedures. | Has a limited understanding and seeks to raise awareness of their legal and professional responsibilities pertaining to education. Complies minimally with school rules and Paterson Public Schools policies and procedures. | Understands and abides by the legal and professional responsibilities pertaining to education. Complies fully with school rules and Paterson Public Schools policies and procedures. | Fully understands and abides by the legal and professional responsibilities pertaining to education. Consistently complies with school rules and Paterson Public Schools policies and procedures. Actively contributes to solutions that promote effective implementation of policies and procedures. | |
| 7b. | Demonstrate professionalism. | exhibits disrespectful behavior when interacting with students, parents, staff and/or the community. Displays unethical or dishonest conduct. Loses composure or becomes defensive when faced with a difficult problem. | displays respect for others when interacting with students, parents, staff and the community. Acts ethically and honestly. Attempts to maintain composure in the face of conflict or difficult issues. | models respect for others when interacting with students, parents, staff and the community. Acts ethically, honestly and with integrity at all times. Assumes responsibility for maintaining professional composure in the face of conflict or difficult situations. | promotes a culture focused on exemplifying respect for others. Consistently acts ethically, honestly and with integrity. Is a calming presence when faced with conflict or challenges. | |
| 7c | Effectively communicate. | inconsistently communicates to students, staff, families, colleagues, administrators and the community. Communication is not | communicates information in a timely manner with multiple audiences (students, families, colleagues, administrators, community and others) | consistently communicates clear, understandable and accurate information in an efficient and timely manner with multiple audiences using a variety | effectively communicates and collaborates with students, families, colleagues, administrators and the community in a manner that supports the welfare and success of students and the | |

| | | | | | | |
|--|--|--------------------------------------------------------------|--------------------------------------------------------------|---------------------------|---------------|--|
| | | accurate, understandable nor is it sent in a timely fashion. | using oral, written and electronic methods of communication. | of communication methods. | organization. | |
|--|--|--------------------------------------------------------------|--------------------------------------------------------------|---------------------------|---------------|--|

| | | | | | | |
|------------|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 7d. | Maintain confidentiality. | disregards the legal and professional aspects of confidentiality practices. | seeks clarification and an understanding of confidentiality practices. A desire to develop a working knowledge of the law is demonstrated through the individual's initiative to do research, ask questions, and communicate with colleagues about best practice. | maintains the legal and professional aspects of confidentiality practices. A working knowledge of the law is demonstrated through the decisions made regarding how, when, where, why, and with whom confidential information is shared and stored. | consistently demonstrates respect for and prohibits others from sharing confidential information inappropriately. Demonstrates a working knowledge of the law through the decisions made regarding how, when, where, why, and with whom confidential information is shared and stored. | |
| 7e. | Solve problems. | is minimally involved in identifying and seeking solutions to building, professional and/or academic issues. Solutions may even have an adverse impact. | makes limited contributions when identifying and seeking solutions to effectively address building, professional and/or academic issues. | actively participates to identify and seek solutions using conflict resolution and decision making strategies that effectively address building, professional or academic issues. | facilitates and models strategies for identifying and seeking solutions to building/district level professional and/or academic issues. Anticipates and diffuses conflicts using a variety of communication methods, as well as conflict resolution techniques. | |
| 7f. | Perform assigned and related duties. | is absent from assignment and/ or is habitually late | performs assignment and other duties as assigned. Is usually present and on time. | assumes full responsibility for the successful implementation of assignment and other duties as assigned. Is present and on time. | consistently assumes full responsibility for and improves upon the effective and efficient implementation of assignment and other duties as assigned. | |

| | | | | | | | |
|--------------------------------------|--------------------------|--------------------------------|--------------------------|--------------------------|--------------------------|-----------------------------|--------------------------|
| Standard #7 Overall Score | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Unsatisfactory | Progressing I | Progressing II | Proficient I | Proficient II | Proficient III | Exemplary |
| | 1 - Ineffective | 2 - Partially Effective | | 3 - Effective | | 4 - Highly Effective | |

Comments:

