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Verona Public Schools
Performance Review for Occupational Therapist or Physical Therapist

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Name: **Date:**
School(s):   **Evaluator:**

Domain I: Planning and Preparation
1a. The therapist demonstrates knowledge and skills in the area of OT or PT; holding the relevant certificate or license.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The OT/PT demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license	The OT/PT demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license	The OT/PT demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license	The OT/PT demonstrates little or knowledge and skill in the therapy area; does not hold the necessary certificate or license

Comments:

1b. The therapist demonstrates knowledge of fine/gross motor development in children and adolescents.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The OT/PT demonstrates extensive knowledge of motor development in children and adolescents and understands its implications to academic development.	The OT/PT demonstrates thorough knowledge of motor development in children and adolescents and understands its implications to academic development.	The OT/PT Demonstrates basic knowledge of motor development in children and adolescents and is beginning to understand its implications to academic development.	The OT/PT Demonstrates Ineffective knowledge of motor development in children and adolescents and does not understand the academic implications.

Comments:

1c. The therapist demonstrates knowledge of and follows both state and federal regulations regarding special education and related services.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
OT/PT demonstrates extensive knowledge of state, federal and local regulations regarding special educations and applies this knowledge in daily practice.	OT/PT demonstrates thorough knowledge of state and federal special education regulations and applies knowledge in daily practice.	OT/PT demonstrates basic knowledge of state and federal special education regulations and is learning to apply it in daily practice.	OT/PT demonstrates little or no knowledge of state and federal special education regulations.

Comments:

1d.The therapist assists in the planning of intervention services for individual students.

(4)Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective

The therapist provides extensive pre-referral interventions and monitors their effectiveness	Provides numerous pre-referral interventions but fails to monitor their effectiveness	Provides basic pre-referral interventions but fails to follow their effectiveness	Provides few or no pre-referral interventions for students and fails to follow their effectiveness

Comments:.

1e. The therapist demonstrates knowledge of resources both within and beyond the school district.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The OT/PT demonstrates extensive knowledge of motor (fine and gross) development resources for students available through the school, the district and/or the community. (i.e., lists, websites, applications, activities)	The OT/PT demonstrates thorough knowledge of motor (fine and gross) development resources for students available through the school, the district and/or the community. (i.e., lists, websites, applications, activities)	The OT/PT demonstrates basic knowledge of motor (fine and gross) development resources for students available through the school, the district and/or the community. (i.e., lists, websites, applications, activities)	The OT/PT demonstrates little or no knowledge of motor (fine and gross) development resources for students available through the school, the district and/or the community. (i.e., lists, websites, applications, activities)

Comments:

1f.The therapist establishes goals for therapy sessions that are appropriate to the setting and the students served. Therapy schedules are coordinated with classroom teachers.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The therapy program/schedule is highly coherent and serves to support students individually within the broader educational program. The schedule is coordinated with classroom teachers and the session plans include references to the CCSS and student's curriculum.	The therapy program serves to support students within the broader educational program. The schedule is coordinated with classroom teachers and session plans include references to the CCSS and student's curriculum.	The therapy program has a guiding principle and includes a number of worthwhile activities, but some of them are not aligned to CCSS and the student's curriculum.	The therapy program consists of a random collection of unrelated activities that lack coherence or overall structure.

Comments:

Domain II: Environment
2a.The therapist establishes positive rapport with staff, students and parents

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The OT/PT's interactions with staff, students and/or parents reflect a high degree of ethical standards, comfort, trust and confidentiality.	The OT/PT's interactions with staff, students and/or parents are respectful, positive and confidential. The motor therapist maintains high ethical standards.	The OT/PT's interactions with staff, students and/or parents are a mix of positive and negative. The motor therapist's interactions are partially successful. The motor therapist maintains ethical standards.	The OT/PT's interactions with staff, students and/or parents are sometimes negative or inappropriate. Individuals do not appear comfortable in the presence

			of the motor therapist. Ethical standards are not always upheld.

Comments:

2b. The therapist demonstrates strong time management, meeting organization/planning skills

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The motor therapist manages time efficiently, establishes priorities, and maintains thorough records and session notes. Meetings are well organized and presentations are professional.	The motor therapist manages time, attempts to establish priorities and maintains records and session notes. Meetings are planned and presentations are professional.	The motor therapist demonstrates scattered time management and prioritization skills. Meetings are loosely planned and presentations are scattered.	The motor therapist demonstrates limited time management skills. Meetings are not planned and presentations are difficult to follow.

Comments:

2c. The therapist maintains clear procedures for referrals

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
Procedures for referrals and evaluation are followed consistently and in extensive collaboration with other professionals.	Procedures for referrals and evaluation are followed consistently but collaboration with other professionals is inconsistent.	The OT/PT loosely follows procedures for referrals and evaluation.	The correct procedures for referral and evaluation are not followed.

Comments:

2d. The therapist establishes standards of conduct in the treatment environment.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
Standards of conduct have been established for the testing and treatment environment. The OT/PT's monitoring of student behavior is subtle and proactive and students engage in self-monitoring of behavior.	Standards of conduct have been established for the testing and treatment environment. OT/PTs monitor student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct appear to have been established for the testing and treatment environment. The OT/PT's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	No standards of conduct have been established for the testing and treatment environment. The OT/PT disregards or fails to address negative student behavior during evaluation or treatment.

Comments:

2e. The therapist organizes physical space for testing and therapy.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective

The therapy environment is highly organized and inviting to students. Materials are convenient when needed.	The therapy environment is well organized. Materials are convenient when needed.	The therapy environment is moderately well organized and moderately well suited to working with students.	The therapy environment is disorganized and poorly suited to working with students.

Comments:

Domain III: Delivery of Service
3a. The therapist follows federal, state and local procedures for referral, evaluation and eligibility

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The OT/PT consistently follows all procedures and timelines for referral and evaluation. The OT/PT tailors evaluations to answer evaluation questions and selects from a broad repertoire of assessments. The OT/PT follows procedures for determining eligibility.	The OT/PT follows procedures and timelines for referral and evaluation. The OT/PT selects from appropriate assessments and follows procedures for determining eligibility.	The OT/PT loosely follows procedures and timelines for referral and evaluation. The OT/PT does not vary assessment tools to answer evaluation questions. The OT/PT follows procedures for determining eligibility.	The OT/PT fails to follow procedures and timelines for referral and evaluation. The OT/PT makes hasty assessments and decisions regarding student needs.

Comments:

3b. The OT/PT consistently follows case management responsibilities for students assigned by the Director of Special Services

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The OT/PT acts as a liaison between the district, the student and the parents. Timelines are followed, often in advance of due dates. The OT/PT coordinates all case activities and communicates regularly with staff, students and parents on the caseload.	The OT/PT acts as a liaison between the district, the student and the parents. Timelines are followed. The OT/PT coordinates most case activities and communicates with staff, students and parents on the caseload.	The OT/PT is learning to act as a liaison between the district, the student and the parents. Timelines are generally followed. The OT/PT fails to coordinate case activities and communicates with some but not all staff, students and parents on the caseload.	The OT/PT requires additional supervision to act as a liaison between the district, the student and the parents. Timelines are not consistently followed. Case coordination and communication with staff, students and parents on the caseload is minimal.

Comments:

3c. The therapist communicates with families.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The OT/PT secures necessary permissions and communicates with families. The OT/PT reaches out to	The OT/PT secures necessary permissions and communicates with families. Families maintain	The OT/PT communication with families is partially successful; permissions are obtained, but trust is	The OT/PT fails to communicate with families and secure necessary permissions.

families of students to establish trust. OT/PT provides families with specific, practical, and effective strategies to help children succeed outside the school setting.	inconsistent trust with the OT/PT. the OT/PT provides families with some strategies to help children succeed outside the school setting.	not established and strategies for student success are not provided to families.	

Comments:

3d. The therapist writes thorough reports that include all required elements

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The OT/PT writes timely, comprehensive diagnostic reports in clear, concise language that describe the motor development of the assessed student. Treatment plans are developed based on assessment information.	The OT/PT writes thorough diagnostic reports that are accurate and appropriate to the audience. Treatment plans are developed based on assessment information.	The OT/PT writes diagnostic reports that are accurate but lacking in clarity and not always appropriate to the audience. The treatment plan is based loosely on assessment information.	The OT/PT fails to write reports that are accurate or appropriate to the audience. Treatment plan is not based on assessment information.

Comments:

3e. The therapist develops and implements treatment plans to maximize student success

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The OT/PT develops comprehensive treatment plans for students. Finding ways to meet student needs and incorporate related elements. IEPs are compliant with federal/state regulations and up to date. Lessons vary across students and offer a continuum of services appropriate to the students.	The OT/PT develops appropriate treatment plans that are compliant with federal/state regulations and aligned to identified student needs. Lessons vary across students but do not offer a continuum of services.	The OT/PT develops treatment plans that are partially compliant with federal/state regulations and student needs. Lessons vary across students but are often mismatched with findings of the assessments.	The OT/PT develops treatment plans that are ineffective and mismatched to student needs.

Comments:

3f. The therapist demonstrates flexibility and responsiveness

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The OT/PT meets all responsibilities while maintaining flexibility. The OT/PT continually seeks ways to improve	The OT/PT meets responsibilities with some flexibility and makes revisions in programs based on the	The OT/PT meets responsibilities but is not flexible. Changes in program are made only when confronted with	The OT/PT requires guidance to meet responsibilities. Program changes are rarely made, even with

programs and makes changes based on the identified needs of students.	identified needs of students.	evidence of a need for change.	evidence of a need for change.

Comments:

Domain IV: Professional Responsibilities
4a. The therapist reflects on practice

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The OT/PT's reflection is highly accurate and perceptive. The OT/PT reflects on professional practice and looks for new, innovative ways to improve on it.	The OT/PT reflects on professional practice and is open to suggestions from supervisors regarding ways to improve on it.	The OT/PT reflects on professional practice only when encouraged to do so by supervisors.	The OT/PT rarely reflects on professional practice.

Comments:

4b. The therapist maintains accurate records

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The OT/PT records all phone calls and contact with students, staff and families. Emails are printed and filed. Records are accurate, legible, well organized and stored in a secure location at Special Services as well as in building files.	The OT/PT records most phone calls and contact with students, staff and families. Emails are printed and filed. Records are accurate, legible, well organized and stored in a secure location. Records are not always stored both at Special Services and in building files.	The OT/PT inconsistently records contact with students, staff and families. Some emails are printed and filed. Records are not always placed at Special Services and in building files.	The OT/PT is learning to record accurate, legible records. Emails are not always saved, printed or filed. Files are not always up to date.

Comments:

4c. The therapist maintains an effective data management system

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The OT/PT has developed a highly effective data management system that is used to monitor student progress, adjust student programs and develop goals/objectives. The OT/PT uses data from the system to communicate with parents and students.	The OT/PT has developed a data management system for monitoring student progress and developing goals/objectives. The OT/PT uses data from the system to communicate with parents and students.	The OT/PT has developed a basic management system for monitoring student progress, adjusting student programs and developing goals/objectives. The OT/PT rarely uses data from the system to communicate with parents and students.	The OT/PT's data management system is ineffective and rarely used. It is difficult to measure student progress.

Comments:

4d. The therapist participates in a professional community

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The OT/PT holds appropriate licensing and is an active member of national and state associations. The OT/PT makes a substantial contribution to school and district events.	The OT/PT is a member of appropriate national and/or state organizations. The OT/PT participates in school and district events.	The OT/PT is considering membership in appropriate national and state organizations. The OT/PT participates in school and district events when specifically asked to do so.	The OT/PT is not a member of appropriate national and/or state organizations and does not plan to join the organizations. The OT/PT avoids being involved in school and district events.

Comments:

4e. The therapist engages in professional development

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The OT/PT looks for and takes advantage of professional development opportunities on various topics appropriate to school therapists. The OT/PT turn-keys information to other district employees upon returning from a conference or workshop.	The OT/PT looks for and attends professional development opportunities but often narrows workshops to one particular topic. The OT/PT turn-keys information to other district employees upon returning from a conference or workshop.	The OT/PT will attend professional development opportunities when required to do so by the school district. The OT/PT will turn-key information upon returning from a conference or workshop if asked to do so.	The OT/PT is reluctant to attend professional development opportunities and rarely turn-keys information upon returning from a conference or workshop.

Comments:

4f. The therapist demonstrates professionalism, including integrity, advocacy and confidentiality

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The OT/PT demonstrates professionalism in all aspects of his/her work. The OT/PT maintains high ethical standards and confidentiality.	The OT/PT demonstrates professionalism in most aspects of his/her work. The OT/PT maintains high ethical standards and confidentiality.	The OT/PT requires mentoring to develop appropriate professionalism in all aspects of his/her work. Relationships with colleagues are cordial.	The OT/PT demonstrates limited understanding of required professionalism associated with his/her position. Relationships with colleagues are negative and self-serving.

Comments:

EVALUATED PROFESSIONAL'S COMMENTS:

EVALUATOR'S
SIGNATURE: _____

STAFF MEMBER'S
SIGNATURE: _____ DATE:_____