<u>Evaluator Summative of Danielson Rubric: School Therapist</u> <u>Evanston Skokie School District 65</u>

Evaluators must circle one competency level in each component.

	Domain I for School Therapist: Planning and Preparation LEVEL OF PERFORMANCE				
COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED	
1a Demonstrating knowledge and skill in the specialist therapy area	Therapist demonstrates strategies unrelated to their discipline and misaligned to the needs of their student population.	Therapist demonstrates limited strategies for their discipline and student population. Some strategies may not relate to their discipline or match the needs of their student population.	Therapist demonstrates multiple strategies for their discipline and student population. Session plans incorporate a variety of strategies. All strategies related to their discipline and match the needs of their student population.	Therapist demonstrates expansive and differentiated strategies for their discipline and student population. Session plans entirely appropriate strategies for their discipline and student population. Session plans demonstrate awareness of possible student misconceptions and how they can be addressed.	
1b Demonstrating knowledge of students	Therapist demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and does not seek such understanding.	Therapist recognizes the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and attains and applies this knowledge universally across their caseload.	Therapist actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and attains and applies this knowledge for differentiated groups of students.	Therapist actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, and interests from a variety of sources, and attains and applies this knowledge in a highly individualized way to each of their students.	

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1c Establishing goals for the therapy program appropriate to the setting and the students served	Therapist has not developed goals for their domain, or the goals are entirely inappropriate for their discipline and student population.	Therapist has developed goals for their domain but they are inconsistently appropriate for their discipline and student population.	Therapist has developed goals for their domain which are clear, measurable and appropriate for their discipline and student population.	Therapist has developed goals for their domain which are clear, measurable and rigorous for their discipline and student population and have been developed in collaboration with the IEP team.
1d Demonstrating knowledge and implementation of school and district special education resources and procedures	Therapist demonstrates little or no knowledge or implementation of district and school special education resources and procedures.	Therapist demonstrates partial knowledge or implementation of district and school special education resources and procedures.	Therapist demonstrates thorough knowledge and implementation of district and school special education resources and procedures.	Therapist demonstrates extensive knowledge and implementation of district and school special education resources and procedures. Therapist may be involved in the development or dissemination of district and school special education resources and procedures.
1e Planning a coherent therapy program	The series of learning experiences are poorly aligned with the students' needs and do not represent a coherent structure. The learning experiences are not suitable for the Therapist's discipline and student population.	The series of learning experiences is partially aligned with the students' needs and may have a disjointed structure. The learning experiences are suitable for only some students.	The series of learning experiences is effective and aligned with the students' needs, has a clear structure, and is likely to engage students in significant growth.	The series of learning experiences is effective and aligned with the students' needs. The lesson or unit displays a highly coherent structure. The series of learning experiences demonstrates collaboration among the IEP team.

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1f	Therapist does not progress	Therapist inconsistently	Therapist regularly monitors	Therapist consistently
Progress monitoring student	monitor the IEP goals, or has	monitors student progress in	student progress in alignment	monitors student progress in
growth	no data to reflect progress	alignment with time frames	with time frames specified in	alignment with time frames
	monitoring outcomes.	specified in the IEP. The	the IEP. The Therapist has	specified in the IEP and has
	Therapist does not use data to	Therapist has minimal data to	sufficient data to reflect	robust data to reflect progress
	drive further planning or	reflect progress monitoring	progress monitoring	monitoring outcomes. The
	intervention.	outcomes. Therapist	outcomes. Therapist regularly	Therapist regularly uses data
		inconsistently uses data to	uses data to drive further	to drive further planning or
		drive further planning or	planning or intervention.	intervention in collaboration
		intervention.		with other IEP team members.
				Progress monitoring outcomes
				are shared with IEP team
				members including the
				student.

	Domain 2 for School Therapist: Classroom Environment LEVEL OF PERFORMANCE				
COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED	
2a Creating an environment of respect and rapport with students	Therapist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment center.	Therapist's interactions are a mix of positive and negative; the Therapist's efforts at developing rapport are partially successful.	Therapist's interactions with students are positive and respectful; students appear comfortable in the testing and treatment center.	Therapist's interactions with students are positive and respectful. The relationship reflects a high degree of comfort and trust allowing the students to consistently demonstrate a high level of effort and motivation	
2b Establishing a culture for learning	The therapy environment conveys a negative culture for learning, characterized by low Therapist commitment to the domain, low expectations for student growth, and little or no student pride in performance.	Therapist's attempts to create a culture for learning are partially successful, with little Therapist commitment to the domain, inconsistent expectations for student growth, and little student pride in performance. Both Therapist and students appear to be lacking investment in the session outcomes.	The culture in the therapy environment is characterized by high expectations for most students, genuine commitment to the domain by both Therapist and students, with students demonstrating pride in performance.	High levels of student energy and Therapist passion for the domain create a culture for learning in which everyone shares a belief in the importance of the domain, and all students hold themselves to high standards of performance, for example by initiating improvements to their performance.	
2c Managing therapy session procedures	Therapy routines, procedures, and management of materials and session time are either nonexistent or inefficient, resulting in the loss of much instructional time.	Therapy routines, procedures, and management of materials and session time have been established but function unevenly or inconsistently, with some loss of instructional time.	Therapy routines, procedures, and management of materials and session time have been established and function smoothly, with little loss of instructional time.	Therapy routines, procedures, and management of materials and session time are seamless in their operation, with students assuming considerable responsibility for their smooth functioning.	

2d	There is no evidence that	It appears that the Therapist	Standards of conduct appear	Standards of conduct are clear,
Establishing behavioral	standards of conduct have	has made an effort to establish	to be clear to students, and	with evidence of student
expectations in therapy	been established, and little or	standards of conduct for	the Therapist monitors student	participation in setting them.
sessions	no Therapist monitoring of	students, tries to monitor	behavior against those	Therapist's monitoring of
	student behavior. Response to	student behavior and	standards. Therapist response	student behavior is subtle and
	student misbehavior is	responds to student	to student misbehavior is	preventive, and Therapist's
	repressive, or disrespectful of	misbehavior, but these efforts	appropriate and respectful to	response to student
	student dignity.	are not always successful.	students.	misbehavior is sensitive to
				individual student needs.
				Students take an active role in
				monitoring the standards of
				behavior.
2 e	Therapist makes poor use of	Therapy space is safe, and	Therapy space is safe, and	The therapy space is safe, and
Organizing physical space	the physical environment,	essential learning is accessible	learning is accessible to all	the physical environment
	resulting in unsafe or	to most students, but the	students; Therapist ensures	ensures the learning of all
	inaccessible conditions for	physical arrangement only	that the physical arrangement	students, including those with
	some students or a significant	partially supports the learning	supports the learning	special needs. Students
	mismatch between the	activities. Therapist's use of	activities. Therapist makes	contribute to the use or
	physical arrangement and the	physical resources, including	effective use of physical	adaptation of the physical
	lesson activities.	computer or assistive	resources, including computer	environment to advance
		technology, is moderately	or assistive technology.	learning. Computer and
		effective.]	assistive technology is used
				skillfully, as appropriate to the
				lesson.

		Domain 3 for School Therapist: Delivery of Service				
		LEVEL OF PERFORMANCE				
COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED		
3a Communicating with students	Therapist's oral, written, and visual communication contains errors or is unclear or inappropriate to students' cultures or levels of development.	Therapist's oral, written, and visual communication contains no errors but may not be completely appropriate to students' cultures or levels of development. It may require further elaboration to avoid confusion.	Therapist's oral, written, and visual communication is clear and accurate. Communications are appropriate to students' cultures and levels of development.	Therapist's oral, written, and visual communication is clear and accurate. Communications are appropriate to students' cultures and levels of development. It also anticipates possible student misconceptions.		
3b Developing and implementing plans to maximize students' classroom performance	Therapist fails to develop/implement a plan that is aligned with the student's baseline and strengths or needs.	Therapist develops/implements a plan that is partially aligned with the student's baseline, strengths or needs.	Therapist understands student's baseline, strengths, and needs and uses this understanding to develop specific goals for students. Students are aware of their goals and progress.	Therapist understands student's baseline, strengths, and needs and uses this understanding to develop specific goals for students. Students are involved in the development of their goals and tracking of their progress.		

3c	Students are not at all	Students are only somewhat	Students are intellectually	Students are highly
Engaging students in learning	intellectually engaged in	intellectually engaged in	engaged throughout the lesson	intellectually engaged
	learning due to groupings,	learning due to groupings,	due to culturally or	throughout the lesson and
	activities or materials	activities or materials that are	developmentally appropriate	make material contributions to
	inappropriate to their cultures	culturally or developmentally	groupings, activities and	the presentation of targeted
	or levels of understanding,	appropriate to only some	materials, instructive	skills, the groupings, activities,
	unclear presentation of	students, or uneven lesson	presentations of targeted skills	and the materials. The lesson
	targeted skills, or lack of lesson	structure or pacing.	and suitable lesson structure	is adapted as needed to meet
	structure.		and pacing.	the needs of individuals; and
				the structure and pacing allow
				for student reflection and
				closure.
3d	Therapist does not collect	Therapist engages in	Therapist engages in proactive	Therapist uses assessment in a
Assessing student skills	sufficient data for the purpose	inconsistent data collection for	data collection for the purpose	sophisticated manner for the
	of informing evaluations	the purpose of informing	of informing evaluations as	purpose of informing
	and/or monitoring progress on	evaluations as well as	well as monitoring progress on	evaluations as well as
	student goals. The tools for	monitoring progress on	student goals. The tools for	monitoring progress on
	data collection do not match	student goals. The tools for	data collection are selected	student goals. The tools for
	the purpose of the assessment	data collection partially match	intentionally to match the	data collection are selected
	and are often not culturally	the purpose of the assessment	purpose of the assessment and	intentionally to match the
	and developmentally	and may not be culturally and	are culturally and	purpose of the assessment and
	appropriate to the student.	developmentally appropriate	developmentally appropriate	are culturally and
		to the student.	to the student.	developmentally appropriate
				to the student. Therapist
				incorporates self- assessment
				by students as appropriate and
				progress is monitored by both
				students and Therapist.

3 e	Therapist adheres to the	Therapist demonstrates	Therapist demonstrates	Therapist is highly responsive
Demonstrating flexibility and	session plan in spite of	inconsistent flexibility and	complete flexibility and	to individual students' needs,
responsiveness	evidence of poor student	responsiveness to student	responsiveness to student	interests and questions,
	understanding or of students'	questions or lack of	questions or lack of	making even major session
	lack of interest, and fails to	understanding during a	understanding during a	adjustments as necessary to
	respond to student questions;	session, and seeks to ensure	session, and seeks to ensure	meet instructional goals, and
	Therapist assumes no	the success of most students.	the success of all students,	persists in ensuring the success
	responsibility for students'		making adjustments as needed	of all students.
	failure to understand.		to session plans.	

	Domain 4 for School Therapist: Professional Responsibilities				
COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED	
4a Reflecting on practice	Therapist does not reflect on practice, or the reflections are inaccurate.	Therapist's reflections on practice are moderately accurate and objective without citing specific examples. Therapist makes general suggestions as to how it might be improved.	Therapist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Therapist makes some specific suggestions as to how the program might be improved.	Therapist's reflection is a highly accurate and perceptive description of practice, citing specific examples of positive and negative characteristics. Therapist can draw on an extensive repertoire to suggest alternative strategies.	
4b Maintaining accurate records	Therapist neglects to collect required information. Therapist's system for maintaining session data, student attendance, Medicaid records, and evaluation and progress monitoring records is either non-existent or in disarray, resulting in errors and confusion. Reports are inaccurate and/or not appropriate for the audience.	Therapist inconsistently collects required information. Therapist's system for maintaining session data, student attendance, Medicaid records, and evaluation and progress monitoring records is partially in place resulting in incomplete data. Reports may contain errors or are appropriate for only some audiences.	Therapist consistently collects required information. Therapist's system for maintaining session data, student attendance, Medicaid records, and evaluation and progress monitoring records are in place resulting in complete data. Reports are error-free and appropriate for all audiences.	Therapist consistently collects required information and additional information that may inform further planning for sessions. Therapist's system for maintaining session data, student attendance, Medicaid records, and evaluation and progress monitoring records are thorough and result in robust data. Reports are error-free and appropriate for all audiences. Relevant information is shared with students as appropriate.	

4c Communicating with families	Therapist provides little or no information to families, or such communication is culturally inappropriate. Therapist makes no attempt to engage families in the therapy program.	Therapist complies with school and district procedures for communicating with families and makes an effort to engage families in the therapy program, but communications are not always appropriate to the cultures of those families.	Therapist communicates frequently with families and successfully engages them in the therapy program. Information to families about individual students is conveyed in a culturally appropriate manner.	Therapist communicates frequently and sensitively with individual families in a culturally sensitive manner, with students participating in the communication. Therapist successfully engages families in the therapy program, as appropriate.
4d Participating in a professional community	Therapist avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	Therapist becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	Therapist participates actively in the professional community, and in school and district events and projects, and maintains positive and productive relationships with colleagues.	Therapist makes a substantial contribution to the professional community, to the school and district events and projects, and assumes a leadership role with colleagues.
4e Growing and developing professionally	Therapist does not participate in professional development activities, even when such activities are clearly needed for the development of skills and is resistant to feedback.	Therapist's participation in professional development activities is limited to those that are convenient or are required. Therapist accepts but does not always implement feedback.	Therapist seeks out opportunities for professional development based on an individual assessment of need, and welcomes and implements feedback.	Therapist actively pursues professional development opportunities and makes a substantial contribution to the school/district through activities such as offering professional development and/or mentoring to colleagues. The Therapist seeks out feedback.

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4f	Therapist displays little sense	Therapist is honest and	Therapist displays a high level	Therapist can be counted on to
Showing professionalism	of ethics and professionalism	well-intentioned in serving	of ethics and professionalism	hold and promote the highest
	and contributes to practices	students and contributing to	in dealings with both students	standards of honesty, integrity,
	that are self-serving or harmful	decisions in the school/district	and colleagues, and complies	and confidentiality. The
	to students. Therapist fails to	and maintains norms of	fully with school and district	Therapist makes a concerted
	comply with school/district	confidentiality, but compliance	regulations and procedures.	effort to challenge negative
	regulations and procedures	with school/district regulations		attitudes or practices to ensure
	and may violate principles of	and procedures is inconsistent.		that all students, particularly
	confidentiality.			those traditionally
				underserved, are honored in
				the school/district. The
				Therapist takes a leadership
				role in team or departmental
				decision making. The Therapist
				complies fully with school and
				district regulations and
				procedures.

Revised copy as of 5/15/2023