

**Evaluator Summative of Danielson Rubric: School Therapist**  
**Evanston Skokie School District 65**

*Evaluators must circle one competency level in each component.*

|                                                                                             | Domain I for School Therapist: Planning and Preparation                                                                                                          |                                                                                                                                                                                                          |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                              |
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|                                                                                             | LEVEL OF PERFORMANCE                                                                                                                                             |                                                                                                                                                                                                          |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                              |
| COMPONENT                                                                                   | UNSATISFACTORY                                                                                                                                                   | BASIC                                                                                                                                                                                                    | PROFICIENT                                                                                                                                                                                                                             | DISTINGUISHED                                                                                                                                                                                                                                                                                                |
| <b>1a</b><br><i><b>Demonstrating knowledge and skill in the specialist therapy area</b></i> | 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. |
| <b>1b</b><br><i><b>Demonstrating knowledge of students</b></i>                              | 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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| <b>1c</b><br><b><i>Establishing goals for the therapy program appropriate to the setting and the students served</i></b>                | 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.                                                                   |
| <b>1d</b><br><b><i>Demonstrating knowledge and implementation of school and district special education resources and procedures</i></b> | 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. |
| <b>1e</b><br><b><i>Planning a coherent therapy program</i></b>                                                                          | 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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| <p><b>1f</b><br/> <b><i>Progress monitoring student growth</i></b></p> | <p>Therapist does not progress monitor the IEP goals, or has no data to reflect progress monitoring outcomes. Therapist does not use data to drive further planning or intervention.</p> | <p>Therapist inconsistently monitors student progress in alignment with time frames specified in the IEP. The Therapist has minimal data to reflect progress monitoring outcomes. Therapist inconsistently uses data to drive further planning or intervention.</p> | <p>Therapist regularly monitors student progress in alignment with time frames specified in the IEP. The Therapist has sufficient data to reflect progress monitoring outcomes. Therapist regularly uses data to drive further planning or intervention.</p> | <p>Therapist consistently monitors student progress in alignment with time frames specified in the IEP and has robust data to reflect progress monitoring outcomes. The Therapist regularly uses data to drive further planning or intervention in collaboration with other IEP team members. Progress monitoring outcomes are shared with IEP team members including the student.</p> |
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|                                                                                  | Domain 2 for School Therapist: Classroom Environment                                                                                                                                                          |                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                     |
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|                                                                                  | LEVEL OF PERFORMANCE                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                     |
| COMPONENT                                                                        | UNSATISFACTORY                                                                                                                                                                                                | BASIC                                                                                                                                                                                                                                                                                                       | PROFICIENT                                                                                                                                                                                                         | DISTINGUISHED                                                                                                                                                                                                                                                                                       |
| <b>2a</b><br><i>Creating an environment of respect and rapport with students</i> | 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                                                                            |
| <b>2b</b><br><i>Establishing a culture for learning</i>                          | 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. |
| <b>2c</b><br><i>Managing therapy session procedures</i>                          | 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.                                                                                                        |

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

|                                                                                                   | Domain 3 for School Therapist: Delivery of Service                                                                                                 |                                                                                                                                                                                                                     |                                                                                                                                                                                    |                                                                                                                                                                                                                            |
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|                                                                                                   | LEVEL OF PERFORMANCE                                                                                                                               |                                                                                                                                                                                                                     |                                                                                                                                                                                    |                                                                                                                                                                                                                            |
| COMPONENT                                                                                         | UNSATISFACTORY                                                                                                                                     | BASIC                                                                                                                                                                                                               | PROFICIENT                                                                                                                                                                         | DISTINGUISHED                                                                                                                                                                                                              |
| <b>3a</b><br><i>Communicating with students</i>                                                   | 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.            |
| <b>3b</b><br><i>Developing and implementing plans to maximize students' classroom performance</i> | 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. |

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

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| <b>3e</b><br><b><i>Demonstrating flexibility and responsiveness</i></b> | Therapist adheres to the session plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to student questions; Therapist assumes no responsibility for students' failure to understand. | Therapist demonstrates inconsistent flexibility and responsiveness to student questions or lack of understanding during a session, and seeks to ensure the success of most students. | Therapist demonstrates complete flexibility and responsiveness to student questions or lack of understanding during a session, and seeks to ensure the success of all students, making adjustments as needed to session plans. | Therapist is highly responsive to individual students' needs, interests and questions, making even major session adjustments as necessary to meet instructional goals, and persists in ensuring the success of all students. |
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|                                                  | Domain 4 for School Therapist: Professional Responsibilities                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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|                                                  | LEVEL OF PERFORMANCE                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| COMPONENT                                        | UNSATISFACTORY                                                                                                                                                                                                                                                                                                                      | BASIC                                                                                                                                                                                                                                                                                                                    | PROFICIENT                                                                                                                                                                                                                                                                                     | DISTINGUISHED                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>4a</b><br><i>Reflecting on practice</i>       | 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.                                                                                                                                                                                             |
| <b>4b</b><br><i>Maintaining accurate records</i> | 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. |

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| <b>4c</b><br><b><i>Communicating with families</i></b>               | 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.               |
| <b>4d</b><br><b><i>Participating in a professional community</i></b> | 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.                                                                                     |
| <b>4e</b><br><b><i>Growing and developing professionally</i></b>     | 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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| <p><b>4f</b><br/><b><i>Showing professionalism</i></b></p> | <p>Therapist displays little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. Therapist fails to comply with school/district regulations and procedures and may violate principles of confidentiality.</p> | <p>Therapist is honest and well-intentioned in serving students and contributing to decisions in the school/district and maintains norms of confidentiality, but compliance with school/district regulations and procedures is inconsistent.</p> | <p>Therapist displays a high level of ethics and professionalism in dealings with both students and colleagues, and complies fully with school and district regulations and procedures.</p> | <p>Therapist can be counted on to hold and promote the highest standards of honesty, integrity, and confidentiality. The Therapist makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly 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.</p> |
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Revised copy as of 5/15/2023