

# Center Grove OT/PT Therapist (v.2019)

Printed: December 10, 2020 at 9:12am



**Center Grove**  
Community School Corporation  
Greenwood, Indiana

## Domain 1: Purposeful Planning (30.00%)

### 1.1 Interprets results, writes report, timeline compliance, eligibility determination, and service recommendation

Highly Effective	Effective	Improvement Necessary	Ineffective
Report is free of educational jargon. When discipline specific terminology is used it is defined for easy understanding or examples are given. (1.1.HE.1)	Professionally written evaluation report clearly communicates results using understandable terminology and includes all required components. (1.1.E.1)	All components of the report are represented; however, there are three or more spelling/grammatical errors. (1.1.IN.1)	Necessary/required components are missing from report. (1.1.I.1)
Provides information to classroom teachers and parents regarding potential impact on classroom learning. (1.1.HE.2)	Makes eligibility determination on three prongs: (1) Skills discrepant from same age peers. (2) Has to have an educational impact. (3) Has to have a need for specialized service. All three areas are represented in the report. (1.1.E.2)	Makes eligibility determination on the three prongs but there is a weak correlation represented in the report. (1.1.IN.2)	Report does not reflect all three areas of the three prongs of eligibility. (1.1.I.2)
Prior to case conference the therapist actively seeks out information from all team members regarding priorities and needs that impact the student. (1.1.HE.3)	Collaborates with members of the Case Conference Committee to determine the best service delivery model for the student to receive FAPE. (1.1.E.3)	Fails to provide the case conference committee with a variety of options for service delivery. (1.1.IN.3)	Does not collaborate with team members when determining service recommendation. (1.1.I.3)
All required timelines as defined by Article 7 are met in advance and documented. (1.1.HE.4)	All required timeline as defined by Article 7 are met and documented. (1.1.E.4)	Timelines are met but are not consistently documented. (1.1.IN.4)	An Article 7 defined timeline was not met. (1.1.I.4)

### 1.2 Uses current and comprehensive content/specialty area knowledge for planning

Highly Effective	Effective	Improvement Necessary	Ineffective
Consistently monitors and revises instruction throughout the session to identify and meet the student needs based on performance levels. (1.2.HE.1)	Displays knowledge of performance levels for each student, and plans for appropriate approaches to facilitate their learning. (1.2.E.1)	Does identify student present levels of performance but does not adapt instruction to meet student needs. (1.2.IN.1)	Does not instruct with student performance levels and needs in mind. (1.2.I.1)
Provides documentation and research supporting the best practice techniques they choose to use in the session. (1.2.HE.2)	Utilizes knowledge of evidence based practice to target the needs of the students on the caseload. (1.2.E.2)	Therapeutic approach is based on past practice rather than evidence based practice. (1.2.IN.2)	Makes no attempt to incorporate evidence based practice to meet student needs. (1.2.I.2)

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Intentionally provides services within the classroom setting. (1.2.HE.3)	Intentionally incorporates general education curriculum into therapy plans. (1.2.E.3)	Provides limited evidence of incorporating general education curriculum into therapy plans. (1.2.IN.3)	Does not have evidence to support incorporation of general education curriculum into therapy session. (1.2.I.3)
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## 1.3 Purposeful planning

Highly Effective	Effective	Improvement Necessary	Ineffective
Trains other staff to select and adapt materials, equipment and devices to meet student needs. (1.3.HE.1)	Selects/adapts material, equipment and devices to meet student needs. (1.3.E.1)	Materials, equipment and devices are used for multiple students regardless of student need. (1.3.IN.1)	Materials, equipment and devices are not used when identified in the IEP. (1.3.I.1)
Intentionally provides physically, developmentally, and verbally appropriate activities within the classroom setting to enhance the overall quality of services provided. (1.3.HE.2)	Constructs physically and developmentally appropriate learning activities to meet identified areas of need and build therapeutic rapport. (1.3.E.2)	Students receive the same learning activities regardless of their physical, verbal and developmental level. (1.3.IN.2)	Lack of planning evident. Does not create appropriate learning activities for students. (1.3.I.2)

## 1.4 Reevaluation procedures

Highly Effective	Effective	Improvement Necessary	Ineffective
Effectively provides data the CCC to support a change of services. (1.4.HE)	Utilizes progress monitoring data to determine the need for a change of services. (1.4.E)	Does not use progress monitoring to initiate a change of services provided. (1.4.IN)	Does not alter services when team feels it is appropriate. (1.4.I)

## Domain 2: Effective Instruction, Treatment, and/or Instructional Support (40.00%)

### 2.1 Promotes generalization across settings

Highly Effective	Effective	Improvement Necessary	Ineffective
Train team members to use supports (such as, visual cues, social stories, or equipment) to promote skill generalization in other settings. (2.1.HE.1)	Provides supports (such as, visual cues, social stories, or equipment) to promote skill generalization in other settings. (2.1.E.1)	Provides supports (such as, visual cues, social stories, or equipment) only during therapy sessions. (2.1.IN.1)	Does not attempt to address skills or supports in other settings. (2.1.I.1)
Monitors and collects data in two or more settings/ situations to promote generalization of skills. (2.1.HE.2)	Monitors student progress in two or more settings/ situations to promote generalization of skills. (2.1.E.2)	Only monitors student progress in therapy session. (2.1.IN.2)	Does not collect data consistently across therapy sessions. (2.1.I.2)

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## 2.2 Uses Strategies that promote student engagement

Highly Effective	Effective	Improvement Necessary	Ineffective
All students are actively engaged throughout the entire session. (2.2.HE.1)	Provides adequate opportunities to respond and students are engaged, participating when prompted. (2.2.E.1)	Provides few opportunities to respond. Students are engaged in the lesson only when directly prompted by the therapist. Other students are disengaged from learning while they wait for their turn. (2.2.IN.1)	Students are not prompted to engage in the lesson. (2.2.I.1)
Students demonstrate self-monitoring techniques based on therapist feedback. (2.2.HE.2)	Consistent, specific, and relevant feedback is provided. (2.2.E.2)	Feedback is general and lacks clinical impression. (2.2.IN.2)	Students are not provided with feedback regarding their performance. (2.2.I.2)
Students can explain what they are learning and why it is important, beyond repeating the stated objective. (2.2.HE.3)	Student therapy goals are reviewed so students understand the connection to their school success. (2.2.E.3)	Therapist targets goals but does not review with students. (2.2.IN.3)	Therapy sessions fail to address student goals. (2.2.I.3)

## 2.3 Creates an effective learning environment

Highly Effective	Effective	Improvement Necessary	Ineffective
Uses behavior management system consistently regardless of student behavior. (2.3.HE)	Standards of conduct have been established, communicated, and reviewed as necessary. (2.3.E)	The standards of conduct have been established, but are not consistently reinforced. (2.3.IN)	Therapist fails to address challenging student behavior that impacts learning. (2.3.I)

## Domain 3: Leadership and Professional Responsibilities (15.00%)

### 3.1 Advocates for student success

Highly Effective	Effective	Improvement Necessary	Ineffective
Provides and reviews IEP information with all teachers involved with student. Strategies and supports required for student success are consistently made available for teachers to use in the classroom. (3.1.HE)	Provides IEP information to all teachers involved with student and notifies when changes have been made. Strategies and supports required for student success are consistently made available for teachers to use in the classroom. (3.1.E)	Provides IEP information to teachers; however, strategies and supports required for student success are not consistently made available for teachers to use in the classroom. (3.1.IN)	Does not provide IEP information, supports, or strategies to teachers. (3.1.I)

### 3.2 Record Maintenance

Highly Effective	Effective	Improvement Necessary	Ineffective
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Documents activities and correspondence, including parent communication, relating to students on caseload in IIEP under the Communications Tab. (3.2.HE)

Documents activities and correspondence (including parent communication) relating to students on caseload. (3.2.E)

Does not consistently document parent communication. (3.2.IN)

Does not document parent communication. (3.2.I)

## 3.3 Manages schedules

Highly Effective

Therapy schedules are clearly communicated to teachers, students, and supervisors/ building personnel and monitored/updated weekly for accuracy. (3.3.HE)

Effective

Efficiently manages and adjusts schedules by appropriately grouping and scheduling students to maximize therapy time with minimal interruptions to general education instruction. (3.3.E)

Improvement Necessary

Time-management skills are developing. Essential activities are carried out, but enhancements could be made to the schedule to improve efficiency. (3.3.IN)

Ineffective

Displays poor judgment which results in frequently missed deadlines, confusion amongst co-workers, and conflicting schedules. (3.3.I)

## 3.4 Case conference preparation

Highly Effective

Prepares draft documentation for IEP that is appropriately completed prior to all case conference meetings. (3.4.HE)

Effective

Consults with CCC members prior to the conference. (3.4.E)

Improvement Necessary

Does not consult with CCC members prior to establishing the conference date & time. (3.4.IN)

Ineffective

Consistently fails to notify others of case conference with at least a 24 hour notice. (3.4.I)

## 3.5 IEP content

Highly Effective

Goals are written to be met within the duration of the IEP and rigor matches student ability. (3.5.HE.1)

Effective

Goals are consistently measurable, clearly written, and based on present levels of performance. (3.5.E.1)

Improvement Necessary

Goals are not consistently measurable, clearly written, and/or based on present levels of performance. (3.5.IN.1)

Ineffective

Any of the following: Present levels are not identified. Goals are unmeasurable. Goals are carried over from prior year without modification. (3.5.I.1)

Service provider explains professional and educational terms relevant to the student within the body of the IEP. (3.5.HE.2)

IEP passes the "stranger test," it is free of professional and educational jargon that is understood by team members. (3.5.E.2)

The IEP contains professional and educational jargon that is not understood by all team members. (3.5.IN.2)

IEP contains educational / professional jargon and/or contains statements based on personal opinion. (3.5.I.2)

Reasons for accommodations and modifications are discussed and documented throughout the year and evident on the IEP. (3.5.HE.3)

Accommodations and modifications match student needs and goals. (3.5.E.3)

Recommended accommodations and modifications are not appropriate to student need, and their use is not clearly defined. (3.5.IN.3)

All accommodations and modifications are the same across IEPs and/or they are not reviewed and updated yearly. (3.5.I.3)

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Documents progress monitoring data once a grading period for all students and includes an explanation of the report/examples of additional activities to complete. (3.5.HE.4)

Documents progress monitoring data once a grading period for all students. (3.5.E.4)

Documents progress monitoring data once a grading period for most students. (3.5.IN.4)

Fails to document progress monitoring data once a grading period over two grading periods. (3.5.I.4)

Collects, interprets, and uses data to measure progress on goals during each session. (3.5.HE.5)

Collects data during each session. (3.5.E.5)

Data collection does not exist for each session. (3.5.IN.5)

Data is not collected. (3.5.I.5)

## 3.6 Engages families in student learning

Highly Effective

Effective

Improvement Necessary

Ineffective

Strives to form relationships in which parents are given multiple opportunities for communication. Examples include, utilizing communication logs, emails, Blackboard, school website. (3.6.HE.1)

Proactively reaches out to parents in a variety of ways to engage them in student learning. (3.6.E.1)

Relies on the same method of communication for all parents. (3.6.IN.1)

Only communication occurs at case conferences or when parent has a concern. (3.6.I.1)

Addresses concerns from parents in a timely and positive manner, when necessary, outside of required outreach events. (3.6.HE.2)

Responds promptly to contact from parents in an appropriate fashion. (3.6.E.2)

Occasionally responds to contact from parents in an untimely manner or inappropriate fashion. (3.6.IN.2)

Does not respond to parents. (3.6.I.2)

Consistently provides strategies to practice at home and follows up with families. (3.6.HE.3)

Consistently provides strategies to practice at home. (3.6.E.3)

Does not provide strategies to practice over a period of 2 months. (3.6.IN.3)

Does not provide home practice. (3.6.I.3)

## 3.7 Contributes to the school or district

Highly Effective

Effective

Improvement Necessary

Ineffective

Participates in additional PLCs/committees either as presenter or participant. (3.7.HE)

Attends and actively participates in all discipline- specific PLC opportunities. (3.7.E)

Only attends mandatory PLCs. (3.7.IN)

Fails to attend mandatory PLCs. (3.7.I)

## 3.8 Advances professional skills & knowledge

Highly Effective

Effective

Improvement Necessary

Ineffective

Participates in outside professional development opportunities, above what is required for license renewal requirements. (3.8.HE)

Participates in outside professional development to stay current on best practice and to meet license renewal requirements. (3.8.E)

Attends all mandatory professional learning opportunities, but does not seek opportunities for personal professional growth. (3.8.IN)

Rarely or never attends professional learning opportunities. (3.8.I)

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## Domain 4: Core Professionalism (15.00%)

### 4.1 Attendance

Meets Standard

Individual meets or exceeds established corporation attendance requirements/guidelines. (4.1.MS)

Does Not Meet Standard

Individual fails to meet established corporation attendance requirements/guidelines. (4.1.DNMS)

### 4.2 Arrival/Departure

Meets Standard

Individual meets or exceeds established corporation arrival and departure time requirements/guidelines. (4.2.MS)

Does Not Meet Standard

Individual fails to meet established corporation arrival and departure time requirements/guidelines. (4.2.DNMS)

### 4.3 Policies, Procedures, and Expectations

Meets Standard

Individual demonstrates compliance of state, corporation, and school policies and procedures. (4.3.MS)

Does Not Meet Standard

Individual fails to demonstrate compliance of state, corporation, and school policies and procedures. (4.3.DNMS)

### 4.4 Respect

Meets Standard

Individual interacts with students, colleagues, administrators, guests, parents/guardians, and community members in a professional manner. (4.4.MS)

Does Not Meet Standard

Individual fails to or refuses to interact with students, colleagues, administrators, guests, parent/guardians, and community members in a professional manner. (4.4.DNMS)

### 4.5 District/Building Goals/Initiatives

Meets Standard

Individual implements District/Building/Grade-level/ Department goals and or initiatives. (4.5.MS)

Does Not Meet Standard

Individual fails to or refuses to implement District/Building/Grade-level/ Department goals and or initiatives. (4.5.DNMS)