

**Monona Grove School District
Professional Staff Supervision, Evaluation, and Development**

Summative Assessment Record for Occupational/Physical Therapist

Staff Member: _____

Building(s): _____

Date(s) of Observation: _____

Principal's Signature: _____

Years of Employment: _____

Student Service Performance

Signature on final page indicates review of the assessment. A response to this assessment may be attached and will be sent to the District Office and become a part of the personnel file.

Domain I – Planning and Preparation

<i>Demonstrating Knowledge</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<ul style="list-style-type: none"> ▪ Knowledge of area of school-based therapy ▪ Knowledge of district, state, and/or federal policies and procedures ▪ Keeps abreast of changes in policies, procedures, and regulations ▪ Continued pursuit of professional knowledge 				
<i>Demonstrating knowledge of target population</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<ul style="list-style-type: none"> ▪ Knowledge of developmental characteristics of students Pre-K through high school age 				
<i>Seeking appropriate goals</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<ul style="list-style-type: none"> ▪ Appropriateness 				
<i>Demonstrating knowledge of resources</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<ul style="list-style-type: none"> ▪ Resources for students, staff, and families ▪ Chooses resources and materials in accordance with student and program needs ▪ Uses/integrates technology in provision of occupational/physical therapy services 				
<i>Assessing progress of target population</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<ul style="list-style-type: none"> ▪ Congruence with goals ▪ Use for planning ▪ Uses a variety of methods to assess effectiveness of services provided and in relation to the educational system ▪ Analyzes/interprets data efficiently and correctly ▪ Demonstrates knowledge of effective assessment instruments ▪ Uses assessment data to modify strategies, interventions, services, and/or programs 				

Domain II – The Environment Domain

<i>Creating an environment of respect and rapport</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<ul style="list-style-type: none"> ▪ Interaction with others ▪ Collaborates with school staff and other service providers to reach educational and therapy decisions, which are in the best interests of the student and school. ▪ Demonstrates positive interpersonal communication skills with students, families, personnel, and the community. ▪ Initiates communications with parents, school personnel, and community agencies when appropriate. 				
<i>Managing procedures</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<ul style="list-style-type: none"> ▪ Management of individual and/or group therapy sessions ▪ Management of “paperwork” ▪ Management of educational support staff ▪ Orientation/supervision of occupational or physical therapy assistants ▪ Timeliness ▪ Maintains accurate, complete, and timely records as required by law, district policies, and administrative directions 				

Domain III – Communication and Facilitation Domain

<i>Communicating clearly, accurately, and professionally</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<ul style="list-style-type: none"> ▪ Clarity ▪ Correct oral and written language ▪ Information about individual students 				
<i>Providing feedback</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<ul style="list-style-type: none"> ▪ Quality (accurate, substantive, constructive, and specific) ▪ Timeliness 				
<i>Demonstrating flexibility and responsiveness</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<ul style="list-style-type: none"> ▪ Flexibility ▪ Response to students, parents, and staff ▪ Persistence 				

Domain IV – Professional Responsibilities Domain

<i>Reflecting on performance</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<ul style="list-style-type: none"> ▪ Accuracy ▪ Use in future performance ▪ Acquires feedback from administration, staff, students, and families on occupational or physical therapy services and programs. 				

Domain IV – Professional Responsibilities Domain

<i>Maintaining accurate records</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<ul style="list-style-type: none"> ▪ Accurate records 				
<i>Engaging families</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<ul style="list-style-type: none"> ▪ Engagement of families in implementation and generalization of therapy services across settings. 				
<i>Contributing to the school district</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<ul style="list-style-type: none"> ▪ Relationship with colleagues ▪ Service to the school ▪ Participation in school and district projects ▪ Provision of in-service to students, staff, families, and community 				
<i>Growing and developing professionally</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<ul style="list-style-type: none"> ▪ Enhancement of knowledge and skill ▪ Service to the profession 				
<i>Showing professionalism</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<ul style="list-style-type: none"> ▪ Service to individual students ▪ Advocacy ▪ Decision-making 				

Definitions:

Unsatisfactory: The student service professional does not yet appear to understand the concepts underlying this component.

Basic: The student service professional appears to understand the concepts underlying the component and attempts to implement its elements. Implementation is intermittent or otherwise not always successful.

Proficient: The student service professional clearly understands the concepts underlying the component and implements it well.

Distinguished: The student service professional at this level is a master of his/her craft and makes a contribution to the profession, both in and outside the school setting.

Summative Assessment

Comments:

Overall assessment of the student service professional for continued employment:

Has the student service professional received a copy of this assessment? Yes No

If so, please ask the student service professional to sign acknowledging receipt of this assessment.

Signature of Student Service Professional

Date

The next summative assessment will occur during the _____ school year.