

OBSERVATION RUBRIC FOR THERAPISTS

Domain: 1

Planning and Preparation

1A: Demonstrate knowledge and skill in the therapy area; holding the relevant licensure and certification

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none">• Therapist demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license.	<ul style="list-style-type: none">• Therapist demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license.	<ul style="list-style-type: none">• Therapist demonstrates proficient knowledge and skill in the therapy area; holds the necessary certificate or license.	<ul style="list-style-type: none">• Therapist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license.

Domain: 1

Planning and Preparation

1B: Plan a purposeful integrated therapy program and supports to meet the individual needs of the students within the school setting

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> ● Therapy program shows no evidence of therapist demonstrating support and strategies to embed within the school setting. ● There is no evidence of providing strategies and information to teachers to aid student in accessing school curriculum and developing skills. ● There is no evidence of integration of therapy into the classroom to support student's individual needs within the context of classroom demands, activities and lessons. 	<ul style="list-style-type: none"> ● Therapy program shows limited evidence of embedding supports and strategies within the school setting. ● There is limited evidence of providing strategies and information to teachers to aid student in accessing school curriculum and developing skills. ● There is limited evidence of integration of therapy into the classroom to support student individual needs within the context of classroom demands, activities and lessons. 	<ul style="list-style-type: none"> ● Therapy program shows consistent evidence of embedding supports and strategies in the classroom and school setting. ● There is consistent evidence of providing strategies and information to teachers to aid student in accessing school curriculum and developing skills within the school setting. ● There is consistent evidence of integration of therapy into the classroom to support student's individual needs within the context of classroom demands, activities and lessons. 	<ul style="list-style-type: none"> ● Therapy program shows strong evidence of embedding supports and strategies in the classroom and school setting. ● There is strong evidence of providing strategies and information to teachers to aid student in accessing curriculum and developing skills in school setting. ● There is strong evidence of integration of therapy into the classroom to support student's individual needs within the context of classroom demands, activities and lessons. ● Groups are run in the classroom to support all students including those not on caseload to enhance skill development in the classroom. ● Therapy integration follows the school curriculum to enhance classroom learning in a more natural context .

Domain: 1

Planning and Preparation

1C: Develop IEP goals that are individualized, measurable, and aligned with NJ Student Learning Standards

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> ● Therapist does not write goals that are developmentally appropriate and address the students' individual level of need. ● Therapist does not write goals that are specific, measurable and objective containing one component to be measured. ● Therapist does not write goals that are aligned with NJ Learning Standards to enhance students' function in their school setting. 	<ul style="list-style-type: none"> ● Therapist inconsistently writes goals that are developmentally appropriate and address the students' individual level of need. ● Therapist inconsistently writes goals that are specific, measurable and objective containing one component to be measured. ● Therapist inconsistently writes goals that are aligned with NJ Learning Standards to enhance students' function in their school setting. 	<ul style="list-style-type: none"> ● Therapist consistently write goals that are developmentally appropriate and address the students' individual level of need which are appropriate for the time span of one IEP year. ● Therapist writes goals that are specific, measurable and objective containing one component to be measured. ● Therapist writes goals that are aligned with NJ Learning Standards to enhance students' function in their school setting. 	<ul style="list-style-type: none"> ● Therapist consistently write goals that are developmentally appropriate and address the individual level of student's need which are appropriate for the time span of one IEP year. ● Therapist demonstrates strong ability to write goals that are specific, measurable and objective containing one component to be measured and assumes leadership role in creating goal bank and guiding colleagues in accurate goal writing. ● Therapist consistently writes goals that are aligned with NJ Learning standards to enhance students' function in their school setting.

Domain: 1

Planning and Preparation

1D: Participate in professional development and remain active in the professional community

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> ● The therapist does not participate in professional development activities. ● The therapist purposefully resists discussing performance with supervisors or colleagues. ● Does not participate in school or district events. 	<ul style="list-style-type: none"> ● The therapist participates in professional development activities. ● The therapist reluctantly accepts feedback from supervisors and colleagues. ● Participates to a minimal extent, or when specifically requested, in school or district events. 	<ul style="list-style-type: none"> ● The therapist actively participates in professional development activities. ● The therapist welcomes colleagues and supervisors into the therapy session for the purpose of gaining insight from their feedback. ● Participates in both school and district events voluntarily. 	<ul style="list-style-type: none"> ● The therapist takes a leadership role in professional development activities and professional inquiry. ● The therapist actively seeks feedback from supervisors and colleagues. ● Assumes a leadership role or makes a substantial contribution to school and district events.

Domain: 2

The Classroom/Therapy Room Environment

2A: Establish rapport and engagement with students, demonstrating a relationship of respect and attention to students' individualized needs throughout the session

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none">● The therapist is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels.● The therapist displays no familiarity with or caring about, students.● Student is unwilling to participate.● Students' body language indicates feelings of hurt, discomfort, or insecurity.● The therapist does not notice the needs of students or does nothing to assist them.	<ul style="list-style-type: none">● The quality of interactions between therapist and student is uneven, with occasional disrespect or insensitivity.● The therapist attempts to make connections with the student, but students' reactions indicate that these attempts are not entirely successful.● Student is reluctant to participate.● The therapist notices the needs of students but is inconsistent about addressing them.	<ul style="list-style-type: none">● Interaction between the therapist and student is respectful.● The therapist makes a general connection with the student.● Student participates willingly but may be somewhat hesitant to offer their ideas.● Student is engaged in most of the session.● The therapist actively addresses the student's needs.	<ul style="list-style-type: none">● The therapist consistently respects and encourages students' efforts and student interactions are respectful.● The therapist demonstrates knowledge and caring about individual student and has developed a relationship and connection with the student.● Student appears comfortable and eager to participate.● Student is highly engaged in the session.● The therapist is highly proactive and responsive to the individual student's needs.

Domain: 2

The Classroom/Therapy Room Environment

2B: Demonstrates the ability to communicate with student

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> ● At no time during the therapy session does the therapist convey to the student (if appropriate) what goal is being targeted and why. ● Student is completely unaware of what is being targeted in therapy and how it will benefit him/her in the school setting. ● The therapist makes no effort to determine whether students understand the targeted skill. ● Students receive no feedback. 	<ul style="list-style-type: none"> ● The therapist provides little elaboration or explanation about what is the student's goal for the session (if appropriate) and why the goal is being targeted. ● The therapist's explanation of the goal is inconsistently clear or limited. ● The therapist's explanations are purely procedural, with no indication of how students can think strategically. ● Student is somewhat aware of what is being targeted in therapy and how it will benefit him/her in the school setting. ● Students receive limited or vague feedback. ● There is little evidence that the student understands how their skills are evaluated. 	<ul style="list-style-type: none"> ● The therapist clearly explains what goals will be targeted in the therapy sessions and how and why it impacts and benefits them in the school setting. ● The therapist's explanation of the therapy goal is clear and sufficient. ● The therapist models and explains specific strategies students might use, and interprets them in the context of what is being targeted. ● Student is able to articulate what is being targeted in therapy and how it will benefit him/her in school setting ● The therapist consistently elicits evidence of student understanding toward meeting the therapy session objective and target skill. ● Feedback includes specific and timely guidance. 	<ul style="list-style-type: none"> ● The therapist consistently explains and references how the therapy session reflects the targeted goals and objectives. ● The therapist's explanation of the goals and implementation of goal is clear and comprehensive and the student provides feedback. ● Student can clearly articulate goal of session and explain how it will impact in school and at home. Student suggests other strategies he might use in approaching a challenge or accomplishing and generalizing targeted goal. ● The therapist actively and systematically elicits evidence of understanding toward meeting the targeted skill. ● High-quality feedback from the therapist and/or peers (when appropriate) is evident. ● Student monitors their own understanding.

Domain: 2

The Classroom/Therapy Room Environment

2C: Manage and respond to student behavior appropriately within the therapy setting

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none">● The therapy environment is chaotic, with no standards of conduct evident.● The therapist does not monitor student behavior.● Student disrupts the therapy session and the therapist's response to this behavior is ineffective.● Student behavior is mostly inappropriate.	<ul style="list-style-type: none">● The therapist attempts to maintain order in the therapy session, referring to therapy room rules, but with uneven success.● The therapist attempts to keep track of student behavior, but with no apparent system.● The therapist's response to student misbehavior is inconsistent (sometimes harsh and other times lenient).● Some behavioral inconsistencies are noted.	<ul style="list-style-type: none">● Standards of conduct appear to have been established and implemented successfully.● The therapist frequently monitors student behavior.● The therapist's response to student misbehavior is effective.● Overall, student behavior is generally appropriate.● Therapists' response to misbehavior is appropriate to the individual needs of the student.	<ul style="list-style-type: none">● The therapist quietly and subtly monitors student behavior.● Any student misbehavior is very minor and is swiftly and effectively handled.● Student behavior is entirely appropriate.● Therapists response to misbehavior is appropriate to the individual needs of the student and therapist addresses the "why" of the misbehavior and attempts to implement strategies to address.

Domain: 2

The Classroom/Therapy Room Environment

2D: Provide a safe, clean, student friendly environment for the therapy session

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none">• The therapy materials, equipment and resources are non-existent or unsuitable and are not readily available when needed.• Therapy room is disorganized, unclean and poorly suited to working with students.• Therapy room is not child friendly and is bare and uninviting.	<ul style="list-style-type: none">• The therapy materials and equipment are partially aligned to the therapy goal and objectives and inconsistently available when needed.• Therapy room is somewhat organized however the room is not child friendly and efforts have not been made to create a working environment that students will thrive in.	<ul style="list-style-type: none">• Therapy materials, equipment and resources support the student's IEP goals and objectives and are used appropriately throughout the therapy session and readily available when needed.• Room is well organized, clean, child friendly and conducive to student growth.	<ul style="list-style-type: none">• Therapist uses the materials, equipment and resources to target goals and objectives and often provides adaptations in the classroom setting as appropriate.• Materials are readily available when needed.• Room is extremely well organized, clean, child friendly and conducive to student growth.• Student work and progress is displayed to encourage students to reach targeted goals and objectives.

Domain: 3 Instruction

3A: Develop and implement therapy to address IEP goals and objectives that are educationally relevant and aligned with NJ Student Learning Standards

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> ● Session activities do not address IEP goals. ● Underlying skills for eventual achievement of IEP goals is not demonstrated. ● Scaffolding toward eventual achievement of IEP goals is not evident. ● Therapist uses inappropriate interventions without feedback/reinforcement provided to the student. ● Therapist does not consider student's individual profile and interest within activities. ● The therapist does not ask students to evaluate their own performance and the student does not engage in self-assessment with the therapist. ● The therapist ignores indications of student boredom or lack of understanding 	<ul style="list-style-type: none"> ● Most session activities address IEP goals, however some interventions have no correlation to IEP goals or NJ Student Learning Standards. ● Session activities do not consistently focus on underlying skills required for achievement of IEP goals. ● Therapist demonstrates limited scaffolding toward achievement of IEP goals. ● Therapist uses basic interventions with feedback and reinforcement provided sparingly. ● Session demonstrates limited incorporation of student's individual profile and interests. ● The therapist inconsistently elicits evidence of understanding. ● The therapist makes only minor attempts to engage students in self assessment. 	<ul style="list-style-type: none"> ● Session activities address IEP goals as related to NJ Student Learning Standards. ● Session activities focus on underlying skills required for achievement of IEP goals. ● Therapist implements evidence based interventions using a variety of strategies with feedback and reinforcement provided consistently. ● Therapist plans sessions with most activities incorporating necessary skill in conjunction with students individualized profile and interests. ● Student is invited to assess his/her own work and make improvements; most of the time the student will do so. ● The therapist incorporates students' interests into the therapy session. 	<ul style="list-style-type: none"> ● Session activities address IEP goals as related to NJ Student Learning Standards. ● Session activities consistently focus on underlying skills required for eventual achievement of IEP goals. ● Therapist demonstrates superior clinical reasoning utilizing evidence based interventions and current best practice. ● Therapist seamlessly incorporates a variety of strategies into sessions. ● Feedback and reinforcement to the student are highly effective. ● The therapist seizes on a teachable moment to enhance targeted skills. ● Therapist systematically implements evidence based interventions using a variety of creative strategies and scaffolding with feedback and reinforcement provided consistently.

Domain: 3 Instruction

3B: Provide therapy activities that are a “just right” challenge and demonstrate flexibility and responsiveness to the immediate needs and level of the student within the therapy session

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> ● Student shows little or no effort to complete the task. Therapist conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. ● Therapy outcomes and activities convey low expectations for students. ● Therapy activities are not challenging or too challenging for student resulting in student not progressing towards IEP goals and objectives. ● The therapist makes no attempt to adjust the presented therapy tasks in response to student confusion and unsuccessfulness. 	<ul style="list-style-type: none"> ● Student exhibit a limited commitment to complete the task or the therapist’s primary concern appears to be to complete the task at hand. ● Therapy outcomes and activities convey mediocre expectations for most students. ● Therapy activities are the same for all students and are not adjusted to meet the individualized needs of each student. ● The therapist's attempts to adjust the presented therapy tasks are partially successful. 	<ul style="list-style-type: none"> ● Students expend good effort to complete work. ● Therapy outcomes and activities convey developmentally appropriate expectations for students. ● Therapy activities are presented with the “just right” challenge so that students are successful and progress towards their IEP goals and objectives. ● When a task presented is too difficult the therapist makes successful adjustments to the presented therapy tasks. ● The therapist conveys to the student that she has other approaches to try when the students experience difficulty. 	<ul style="list-style-type: none"> ● Students take initiative in improving the quality of their work. ● Therapy outcomes and activities convey developmentally appropriate or high expectations and the student appears to be meeting those expectations. ● Therapy activities are presented with the “just right” challenge and student is progressing towards meeting their IEP goals and objectives. ● The therapist’s adjustments to the presented therapy tasks are successful and are designed to assist individual students when needed.

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Domain: 3
Instruction

3C: Maintain and utilize an effective data management system with qualitative and quantitative documentation

Unsatisfactory

Basic

Proficient

Distinguished

<ul style="list-style-type: none"> ● Therapist does not record qualitative data as demonstrated by daily note. ● Therapist does not record quantitative data. ● Therapist inconsistently utilizes past therapy data to drive treatment plans. 	<ul style="list-style-type: none"> ● Therapist records inconsistent qualitative data as demonstrated by daily note. ● Therapist records insufficient quantitative data. ● Therapist inconsistently utilizes past therapy data to drive treatment plans. 	<ul style="list-style-type: none"> ● Therapist records consistent qualitative data as demonstrated by daily note. ● Therapist records sufficient quantitative data. ● Therapist utilizes past therapy data to drive treatment plans. 	<ul style="list-style-type: none"> ● Therapist records thorough qualitative data as demonstrated by daily note and records frequent quantitative data. ● Therapist consistently utilizes past therapy data to drive treatment plans. ● Therapist notes are comprehensive and fully reflect treatment activities, target area, and student response to activity and supports provided to assist student in meeting goals. ● Target skills are frequently used to break down goals to make it more measurable.
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Domain: 3
Instruction

3D: Evaluate and assess students to create reports that are comprehensive, individualized and educationally relevant

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> ● Therapist is not proficient at conducting and recording standardized assessments. ● Therapist writes reports that do not address current levels of performance. ● Evaluation does not include student strengths and areas of need that are individualized nor justify therapy mandates. ● Therapist does not outline educational relevance of deficits in relation to NJ Student Learning Standards. ● Goals do not directly correlate to areas of deficit reported 	<ul style="list-style-type: none"> ● Therapist is partially proficient at conducting and recording standardized assessments. ● Therapist writes reports that provide a vague picture of current level of performance. ● Evaluation includes student strengths and areas of need that are not individualized and only partially support therapy mandate ● Therapist inconsistently outlines educational relevance of deficits in relation to NJ Student Learning Standards. ● Goals partially correlate to areas of deficit reported. ● Partially follows the district evaluation template. 	<ul style="list-style-type: none"> ● Therapist conducts and records standardized assessments . ● Therapist writes reports that provide a comprehensive picture of current level of performance. ● Therapist includes student strengths and areas of need that are individualized and justify therapy mandate ● Therapist indicates educational relevance of deficits in relation to NJ Student learning standards ● Goal areas correlate to areas of deficit reported. ● Follows district evaluation template. 	<ul style="list-style-type: none"> ● Therapist conducts and records standardized assessments. ● Therapist consistently writes reports that provide a highly comprehensive picture of current level of performance. ● Therapist includes student strengths and areas of need that are individualized, highly comprehensive and intricately justify therapy mandate. ● Therapist outlines and details educational relevance of deficits in relation to NJ Student learning standards. ● Goal consistently correlate to areas of deficit reported. ● Therapist provides feedback to other therapists regarding report writing.

Domain: 4

Professional Responsibilities

4A: Record student attendance; Talktrac and SEMI documentation in compliance with the IEP mandate

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> ● Student attendance is infrequently recorded. ● Talktrac documentation is not completed. ● SEMI documentation does not reflect sessions ● Talktrac and SEMI are not in compliance with IEP mandates. 	<ul style="list-style-type: none"> ● Student attendance is recorded some of the time. ● Talktrac documentation is completed for each student inconsistently. ● SEMI documentation inconsistently reflects sessions occurs ● Talktrac and SEMI inconsistently reflect that sessions are in compliance with IEP mandates most of the time. 	<ul style="list-style-type: none"> ● Student attendance is recorded. ● Talktrac documentation is completed for each student daily. ● SEMI documentation consistently reflects sessions that occur and is taken daily. ● Talktrac and SEMI reflect that sessions are in compliance with IEP mandates most of the time. 	<ul style="list-style-type: none"> ● Student attendance is recorded perfectly. ● Talktrac documentation is completed for each student daily consistently. ● SEMI documentation perfectly reflects sessions that occur and is taken daily. ● Talktrac and SEMI reflect that sessions are in perfect compliance with IEP mandates all of the time.

Domain: 4
Professional Responsibilities

4B: Complete assigned reports within Realtime due dates and timelines in adherence to district, state, N.J.A.C and federal regulations and guidelines

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none">● Realtime due dates for annuals and reevaluations are often not in compliance.● Does not follow NJ State Code for due dates and timelines.	<ul style="list-style-type: none">● Realtime due dates for many annuals and reevaluations are not in compliance.● Sometimes follows NJ State Code for due dates and timelines.	<ul style="list-style-type: none">● Realtime due dates for annuals and reevaluations are in compliance with due dates with the exception of just one or two.● Follows NJ State Code for due dates and timelines.	<ul style="list-style-type: none">● Realtime due dates for annuals and reevaluations are in perfect compliance.● Follows perfectly NJ State Code for due dates and timelines.

Professional Responsibilities

4C: Collaborates with IEP team, teachers, therapists, paraprofessionals, and administrators

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> ● Interactions with the IEP Team, staff, and administration are negative and/or inappropriate. ● Therapist does not promote positive interactions among team members, staff, and administration. ● Therapist does not attend team meetings or collaborate with teachers and administrators. 	<ul style="list-style-type: none"> ● Interactions with the IEP Team, staff, and administration are a mix of positive and negative. Therapists are respectful however may not be supportive or promote collaboration consistently. inconsistently validates concerns. ● Therapist consistently promotes positive interactions among team members, staff, and administration. ● Therapist does not consistently attend team meetings or collaborate with teachers and administrators. 	<ul style="list-style-type: none"> ● Interactions with the IEP Team, staff, and administration are positive and appropriate; respectful; supportive; and promote collaboration. Therapist validate concerns. ● Therapist consistently attends team meetings and collaborates with teachers and administrators. 	<ul style="list-style-type: none"> ● The IEP Team, staff, and administration seek out the therapist for input reflecting a high degree of comfort and trust in the relationship, as well as, the ease and assurance of a collaborative effort. ● Therapist consistently attends team meetings and provides valuable input and consistently collaborates with teachers and administrators. ● Assumes a leadership role in establishing a positive culture and climate and sharing resources, information and ideas.

Domain: 4

Professional Responsibilities

4D: Communicate with families

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none">• Communication with families is mostly unclear, infrequent, or culturally insensitive.	<ul style="list-style-type: none">• Communication with families is infrequent, at times unclear, or may not be culturally sensitive.	<ul style="list-style-type: none">• Communication with families is clear, frequent, and culturally sensitive.	<ul style="list-style-type: none">• Communication with families is clear, frequent, and culturally sensitive and includes a variety of communication modalities (phone calls, emails, notebook, in-person meetings, and class events).