

# Related Service Provider (OT, PT, Speech) Rubric

## DOMAIN 1: PLANNING AND PREPARATION

### Component 1a: Demonstrating knowledge and skill in the specialty/therapy area; holding the relevant certificate or license.

#### Examples of Possible Evidence

- Advanced certifications, degrees or awards
- Relevant certificates are current and in good standing
- Administrator observation(s)
- Lesson Plans
- Prescribed program
- IEP
- Professional affiliations
- Professional development agenda/presentation
- Artifacts from a PLC including attendance sheets
- Works with individuals at all ability levels and serves a range of disorders, as appropriate for the setting
- Demonstrates competence in oral and written communication

|   | Highly Effective(4)   | Effective(3)   | Partially Effective(2)  | Ineffective(1)  |
|---|---|--|---|---|
| Demonstrating knowledge and skill in the specialty/therapy area; holding the relevant certificate or license. | Specialist shares various expertise via professional development and/or establishes a professional learning community (PLC) | Specialist demonstrates expert knowledge in a specific area and holds appropriate certification. | Specialist demonstrates thorough knowledge and skill in the specialty area. Is working to obtain necessary certification. | Related service specialist fails to implement a comprehensive program to meet the needs of his/her caseload. Does not hold necessary certification. |

# Related Service Provider (OT, PT, Speech) Rubric

## DOMAIN 1: PLANNING AND PREPARATION

### Component 1b: : Establishing goals for the intervention/therapy program appropriate to the setting and the students served.

Examples of Possible Evidence

- *Administrator Observation(s)*
- *Session data*
- *Provide appropriate services according to IEP*
- *Provides each student with an opportunity for a significant number of responses*
- *Includes curricular objectives or materials in the session*
- *Develops and executes appropriate therapy plans*
- *Frequency and duration of service is appropriate for each student*
- *Daily Log Note*
- *Progress Reports*

|   | <b>Highly Effective(4)</b>  | <b>Effective(3)</b>  | <b>Partially Effective(2)</b>  | <b>Ineffective(1)</b>   |
|---|---|--|--|---|
| Establishing goals for the intervention/therapy program appropriate to the setting and the students served. | Specialist obtains documentation from colleagues regarding individual needs for goals. Specialist initiates consultations with other specialists and CST members. | Specialist's goals for the intervention/therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers. | Specialist's goals for the intervention/therapy program are clear and appropriate to the situation in the school and to the age of the students. | Student's goals for the intervention/therapy program are rudimentary and are partially suitable to the situation and to the age of the students. Alternately, related service specialist fails to create and implement relevant goals for each student on the caseload. |

# Related Service Provider (OT, PT, Speech) Rubric

## DOMAIN 1: PLANNING AND PREPARATION

### Component 1c: : Demonstrating knowledge of district, state and federal regulations and guidelines.

#### Examples of Possible Evidence

- Prepares adequately for meetings
- Explains contents of the IEP clearly, using language that parents and other team members understand
- Explains how speech and language goals relate to student success with the curriculum
- Accurately bills Medicaid and complete other compliance requirements
- Completes documentation within a specific timeline using appropriate forms
- Maintains confidentiality and adheres to the IDEA, Section 504, FERPA, and HIPAA regulations related to documentation and compliance
- Offers evidence that contributes to the eligibility determination
- Administrator Observation (s)
- Attendance from Meetings
- Mentors new Staff
- Leads a PLC
- Facilitates Professional Development in this area

|  | Highly Effective(4)   | Effective(3)   | Partially Effective(2)   | Ineffective(1)  |
|--|---|--|--|---|
| Demonstrating knowledge of district, state and federal regulations and guidelines. | Specialist attends state and outside agency meetings in regard to school affairs and the law. | Specialist's knowledge of special education laws and procedures is extensive; specialist takes a leadership role in reviewing and revising district policies | Specialist demonstrates thorough knowledge of special education laws and procedures and shares with colleagues | Specialist fails to demonstrate knowledge and compliance of state and federal law/codes |

# Related Service Provider (OT, PT, Speech) Rubric

## DOMAIN 2: THE CLASSROOM ENVIRONMENT Component 2a: Establishing Rapport with Students

### Examples of Possible Evidence

- Works with individuals at all ability levels and serves a range of disorders
- Fosters a positive interaction with students
- Engages students in the session's activities
- Has good behavior management skills
- Advocates for appropriate services for students
- Administrator Observations(s)
- Administrator Feedback
- Attendance at extra-curricular/student events and activities

|                                    | Highly Effective(4)   | Effective(3)  | Partially Effective(2)   | Ineffective(1)  |
|------------------------------------|---|---|--|---|
| Establishing Rapport with Students | Specialist establishes consistent positive rapport with student outside realm of therapy room. Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship. | Specialist's interactions with students are positive and respectful; students appear comfortable in the testing and treatment center. | Specialist's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful. | Specialist fails to demonstrate a healthy relationship and rapport with his/her caseload. |

# Related Service Provider (OT, PT, Speech) Rubric

## DOMAIN 2: THE CLASSROOM ENVIRONMENT Component 2b: Organizing Time Effectively

### Examples of Possible Evidence

- *Creates schedule to accommodate student needs with appropriate time allotted*
- *Reports assessment findings in a timely manner*
- *Completes documentation within a specific timeline using appropriate forms*
- *Documents the nature of services and evidence of progress*
- *Prepares adequately for meetings*
- *Administrator Observation(s)*

|                             | <b>Highly Effective(4)</b>  | <b>Effective(3)</b>  | <b>Partially Effective(2)</b>   | <b>Ineffective(1)</b>                          |
|-----------------------------|---|--|---|--|
| Organizing Time Effectively | Specialist anticipates events and/or absences and adjusts their schedule proactively. Specialist modifies schedule accordingly. | Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules. Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner. | Specialist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner. | Specialist fails to organize time effectively. |

# Related Service Provider (OT, PT, Speech) Rubric

## DOMAIN 2: THE CLASSROOM ENVIRONMENT Component 2c: Establishing and Maintaining Clear Procedures for Referrals

### Examples of Possible Evidence

- Referral procedures and evidence of follow through
- Participates in school assessment planning
- Participates in RTI initiatives
- Adheres to timelines regarding initial evaluations, reevaluations and annual review
- Gathers case history information
- Uses appropriate formal and informal assessment tools
- Reports assessment findings in a timely manner
- Administrator Observation(s)
- Administrator Feedback
- IEP
- Professional Development Agenda/Presentation

|   | Highly Effective(4)   | Effective(3)  | Partially Effective(2)   | Ineffective(1)  |
|---|---|---|--|---|
| Establishing and Maintaining Clear Procedures for Referrals | Specialist conducts workshop for staff regarding referral process and procedures. | Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators. Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone. | Specialist has established procedures for referrals, but the details are not always clear. | Specialist fails to follow appropriate referral procedures. |

# Related Service Provider (OT, PT, Speech) Rubric

## DOMAIN 2: THE CLASSROOM ENVIRONMENT

### Component 2d: Establishing Standards of Conduct in the Service Provider Location

#### Examples of Possible Evidence

- Rules/procedures posted/documents
- Any Relevant Intervention Plans/Therapy Plans/BIP's
- Respects students and families
- Demonstrates active listening
- Presents with a professional demeanor
- Responds professionally to feedback
- Demonstrates collaboration with families in an IEP team meeting and other meetings
- Fosters a positive interaction with students
- Specialist classroom management plan
- Administrator observation (s)
- Any Relevant Intervention Plans/Therapy Plans/BIP's

|  | Highly Effective(4)   | Effective(3)   | Partially Effective(2)   | Ineffective(1)  |
|--|---|--|--|---|
| Establishing Standards of Conduct in the Service Provider Location | Specialist initiates collaboration in developing interventions/therapy plans for student. Specialist offers input to other specialists & consistently implements plans (BIP, sensory diet, functional communication strategies, etc.) Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior. | Standards of conduct have been established for the testing and treatment center. Specialist monitors student behavior against those standards; response to students is appropriate and respectful. | Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful. | Specialist does not maintain appropriate standards for student conduct in the specialist's classroom. |

# Related Service Provider (OT, PT, Speech) Rubric

## DOMAIN 2: THE CLASSROOM ENVIRONMENT

### Component 2e: Organizing Physical Space for Testing of Students and Providing Therapy

Examples of Possible Evidence

- Organizes work space materials and equipment
- Uses appropriate tables and chairs for the population
- Posters/Pictures around the room to foster speech/language
- Material is accessible for transitions to keep students engaged
- Administrator observations (s)

|   | <b>Highly Effective(4)</b>  | <b>Effective(3)</b>  | <b>Partially Effective(2)</b>   | <b>Ineffective(1)</b>   |
|---|---|--|---|---|
| Organizing Physical Space for Testing of Students and Providing Therapy | Specialist organizes goal-oriented materials, which are easily accessible during testing & treatment. The testing and treatment center is highly organized and is inviting to students. Materials are conveniently located and readily available. | The testing and treatment center is well organized; materials are available when needed. | The testing and treatment center is moderately well organized and/or well suited to working with students. Materials are difficult to find when needed. | Specialist's classroom is unorganized, messy, and not conducive to providing services |



# Related Service Provider (OT, PT, Speech) Rubric

## DOMAIN 3: DELIVERY OF SERVICE Component 3a: Responding to referrals and evaluating student needs

### Examples of Possible Evidence

- Referral procedures and evidence of follow through
- Participates in school assessment planning
- Participates in RTI initiatives
- Adheres to timelines regarding initial evaluations, reevaluations and annual review
- Gathers case history information
- Uses appropriate formal and informal assessment tools
- Reports assessment findings in a timely manner
- Gathers case history information
- Uses appropriate formal and informal assessment tools
- Reports assessment findings in a timely manner
- Develops appropriate evaluation reports
- Observes informal and formal testing using a variety of assessment strategies
- Appropriately analyzes and interprets test results to make appropriate recommendations
- Administrator observation (s)
- Administrator feedback
- IEP
- Timeline data

|  | Highly Effective(4)  | Effective(3)  | Partially Effective(2)   | Ineffective(1)   |
|--|--|---|--|--|
| Responding to referrals and evaluating student needs | Specialist implements & shares interim classroom strategies during the referral wait time. Specialist is proactive in responding to referrals and makes highly competent assessments of student needs. | Specialist responds to referrals and makes thorough assessments of student needs. | Specialist responds to referrals when pressed and makes adequate assessments of student needs. | Specialist does not respond to referrals in a timely fashion, violates federal and state code of compliance. |

# Related Service Provider (OT, PT, Speech) Rubric

## DOMAIN 3: DELIVERY OF SERVICE

### Component 3b: Developing and implementing treatment plans to maximize students' success

#### Examples of Possible Evidence

- *Treatment plan is according to Individual Educational Plan*
- *Develops understandable and measurable goals*
- *Report, Records and assessment data on the student's performance during the session*
- *Develops activities that promote progress on students' specific IEP goals*
- *Changes activities, feedback, or direction of the session when a student is not understanding or able to demonstrate success with the session goal*
- *Administrator observation(s)*

|   | <b>Highly Effective(4)</b>   | <b>Effective(3)</b>  | <b>Partially Effective(2)</b>  | <b>Ineffective(1)</b>   |
|---|--|--|--|---|
| Developing and implementing treatment plans to maximize students' success | Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements. Specialist aligns therapy goals to the New Jersey Student Learning Standards. | Specialist's plans for students are suitable for them and are aligned with identified needs. | Specialist's plans for students are partially suitable for them or sporadically aligned with identified needs. | Specialist does not develop treatment plans that reflect current research or best practices. Treatment plans are not specific to treat each student's individualized needs. |

# Related Service Provider (OT, PT, Speech) Rubric

## DOMAIN 3: DELIVERY OF SERVICE Component 3c: Communicating with Families

### Examples of Possible Evidence

- *Communication log including but not limited to: email, phone, meetings and home visits*
- *Presents with a professional demeanor*
- *Explains how IEP goals relate to present educational levels*
- *Solicits feedback from parents about documentation and compliance via checklists and surveys*
- *Invites parents to meetings in a timely manner*
- *Administrator observation(s)*
- *Evidence from groups*

|                             | <b>Highly Effective(4)</b>  | <b>Effective(3)</b>   | <b>Partially Effective(2)</b>   | <b>Ineffective(1)</b>   |
|-----------------------------|---|---|---|---|
| Communicating with Families | Specialist effectively runs parent meetings or groups to increase their understanding of specialized development and strategies to improve their child's deficit skills. Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust. | Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions. | Specialist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions. | Specialist does not communicate with families on student progress, or is insensitive to families' cultural and linguistic traditions. |

# Related Service Provider (OT, PT, Speech) Rubric

## DOMAIN 3: DELIVERY OF SERVICE Component 3d: Collecting Information/Writing Reports

Examples of Possible Evidence:

- *Assessments and reports*
- *Collects data at each session*
- *Write quarterly progress reports*
- *Gathers case history information*
- *Uses appropriate formal and informal assessment tools*
- *Reports assessment findings in a timely manner*
- *Develops appropriate evaluation reports*
- *Observes informal and formal testing using a variety of assessment strategies*
- *Appropriately analyzes and interprets test results to make appropriate recommendations*
- *Administrator observation(s)*
- *IEP*
- *Parent Interview/Questionnaire*

|  | <b>Highly Effective(4)</b>   | <b>Effective(3)</b>   | <b>Partially Effective(2)</b>   | <b>Ineffective(1)</b>  |
|--|--|---|---|--|
| Collecting Information/Writing Reports | Specialist conducts interviews with parents and visits daycares, if applicable. Specialist is proactive in collecting important information, interviewing teachers and parents when necessary. | Specialist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience. | Specialist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience. | Specialist does not seek out opportunities to collect information to inform the students therapy program. Reports are not well written, contain mistakes, and/or not easily interpreted by other professionals |

# Related Service Provider (OT, PT, Speech) Rubric

## DOMAIN 3: DELIVERY OF SERVICES Component 3e: Demonstrating Flexibility and Responsiveness

Examples of Possible Evidence:

- *Changes activities, feedback, or direction of the session when a student is not understanding or able to demonstrate success with the session goal*
- *Constant flexibility regarding schedule changes and student attendance*
- *Attends meetings that aren't regularly scheduled*
- *Uses the allocated time efficiently and effectively*
- *IEP*
- *Treatment plans*
- *Data collected*
- *Administrator observation (s)*
- *Professional Development agenda/presentation*
- *PD attendance*

|  | <b>Highly Effective(4)</b>  | <b>Effective(3)</b>   | <b>Partially Effective(2)</b>  | <b>Ineffective(1)</b>   |
|--|---|---|--|---|
| Demonstrating Flexibility and Responsiveness | Specialist attends workshop/conference to help improve treatment program & exchanges relevant information to colleagues and then turnkeys to staff. Specialist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, support staff and/or teacher input. | Specialist makes revisions in the treatment program when they are needed. | Specialist makes modest changes in the treatment program when confronted with evidence of the need for change. | Specialist does not modify the treatment plan to reflect changes in the student's progress. |

# Related Service Provider (OT, PT, Speech) Rubric

## DOMAIN 4: PROFESSIONAL RESPONSIBILITIES Component 4a: Reflecting on Practice

### Examples of Possible Evidence

- Professional development attended/Plan
- Provides accurate and appropriate feedback to students individually
- Demonstrates knowledge and skills necessary for providing or facilitating treatment for children
- Documents the nature of services and evidence of progress
- Completes and provides in-services (i.e., completing professional development)
- Administrator observation(s)
- Administrative feedback
- Surveys

|                        | Highly Effective(4)   | Effective(3)   | Partially Effective(2)  | Ineffective(1)  |
|------------------------|---|--|---|---|
| Reflecting on Practice | Specialist draws on an extensive repertoire to suggest alternative research based strategies in order to improve the program. Specialist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students and as a result implements various research based strategies. | Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved. | Specialist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved. | Specialist refuses to acknowledge new techniques, best practices, and/or fails to incorporate district vision into their program. |

# Related Service Provider (OT, PT, Speech) Rubric

## DOMAIN 4: PROFESSIONAL RESPONSIBILITIES Component 4b: Collaborating with teachers and administrators

### Examples of Possible Evidence

- *Administrator feedback/Observation(s)*
- *Demonstrates collaborative instruction or co-teaching*
- *Demonstrates collaboration in an IEP team meeting and other meetings*
- *Documentation from collaborative efforts*
- *Indirect therapy week*
- *Communication log to include meetings and email*
- *Artifacts from collaborative efforts*
- *Daily log / notes*

|  | <b>Highly Effective(4)</b>  | <b>Effective(3)</b>   | <b>Partially Effective(2)</b>  | <b>Ineffective(1)</b>   |
|--|---|---|--|---|
| Collaborating with teachers and administrators | Specialist provides cross-collaborative support in other buildings beyond their own. Specialist arranges & documents numerous 1:1 collaboration sessions with teachers. | Specialist initiates contact with teachers and administrators to confer regarding individual cases. | Specialist is available to staff for questions and planning and provides background material when requested. | Specialist does not collaborate with teachers on providing techniques or strategies the teacher may use in the classroom. |

# Related Service Provider (OT, PT, Speech) Rubric

## DOMAIN 4: PROFESSIONAL RESPONSIBILITIES Component 4c: Maintaining an effective data-management system

### Examples of Possible Evidence

- *Maintains CST files and adds applicable paperwork*
- *Documents the nature of services and evidence of progress*
- *Records data on the student's performance during the session*
- *Keep data from previous years for reference*
- *IEP*
- *Reports/assessment*
- *PPS files*
- *Review of D.M.S. (Data management systems): team google drives, IEP Direct, SEMI*
- *Administrator observation(s)*

|   | <b>Highly Effective(4)</b>  | <b>Effective(3)</b>   | <b>Partially Effective(2)</b>   | <b>Ineffective(1)</b>  |
|---|---|---|---|--|
| Maintaining an effective data-management system | Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and parents. Specialist integrates a highly-effective data-management system into a district wide practice. | Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed. | Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed. | Specialist does not input data accurately or in a timely fashion into data management systems. |



# Related Service Provider (OT, PT, Speech) Rubric

## DOMAIN 4: PROFESSIONAL RESPONSIBILITIES Component 4d: Engaging in Professional Development

Examples of Possible Evidence:

- *Completes in-services (i.e., completes professional development)*
- *Provides in-services (i.e., provides professional development)*
- *Participates in state, school, or local associations; meetings and conferences; and/or professional learning communities*
- *Participates in professional development to accrue CEU's for ASHA*
- *Professional development agendas/presentations (presented)*
- *Administrator observation (s)*

|                                      | <b>Highly Effective(4)</b>   | <b>Effective(3)</b>  | <b>Partially Effective(2)</b>  | <b>Ineffective(1)</b>                                   |
|--------------------------------------|--|--|--|---|
| Engaging in Professional Development | Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. Specialist conducts professional development workshop at a district or state level. | Specialist seeks out opportunities for professional development based on an individual assessment of need. | Specialist's participation in professional development activities is limited to those that are convenient or are required. | Specialist does not engage in professional development. |

# Related Service Provider (OT, PT, Speech) Rubric

## DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

### Component 4e: Showing professionalism; including integrity, advocacy, and maintaining confidentiality

Examples of Possible Evidence:

- *Respects teachers and other professionals*
- *Demonstrates active listening*
- *Presents with a professional demeanor*
- *Responds professionally to feedback*
- *Maintains confidentiality and adheres to the IDEA, Section 504, FERPA, and HIPAA regulations related to documentation and compliance*
- *Administrator observation (s)*
- *Administrator feedback*
- *Attendance documentation*

|   | <b>Highly Effective(4)</b>  | <b>Effective(3)</b>   | <b>Partially Effective(2)</b>   | <b>Ineffective(1)</b>  |
|---|---|---|---|--|
| Showing professionalism; including integrity, advocacy, and maintaining confidentiality | Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.<br>Specialist participates on an ethics board at a state or national level. | Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed. | Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality. | Specialist does not demonstrate professionalism; including integrity, advocacy, and maintaining confidentiality. |