I.   Curriculum, Planning & Assessment

The Physical Therapist and the Speech/Language Therapist:

	4 **Exemplary**	3 **Proficient**	2 **Needs Improvement**	1 **Unsatisfactory**
a. Professional Knowledge	Is an expert in professional content and delivery and consistently engages students in academic, behavioral, and social/emotional learning experiences through the use of educational and/or clinical practices that enable students to acquire knowledge and skills.	Demonstrates sound knowledge and understanding of professional content and delivery by consistently engaging students in academic, behavioral, and social/emotional learning experiences through the use of educational and/or clinical practices that enable students to acquire knowledge and skills.	Demonstrates factual knowledge of professional content and has a few ideas of ways students learn and develop.	Has limited professional knowledge and relies on heavily outdated practices.
b. Child and Adolescent Development	Is an expert in students' developmental levels and the different ways students learn or behave. Provides differentiated learning experiences, support, and/or assistance that enable all students to progress toward meeting intended outcomes.	Demonstrates knowledge of students' developmental levels and the different ways the students learn or behave by providing differentiated learning experiences, support, and/or assistance that enable all students to progress toward meeting intended outcomes.	Demonstrates factual knowledge of students' developmental levels and the different ways students learn.	Inconsistently or rarely demonstrates a working knowledge of students' developmental levels and the different ways student learns.
c. Well-Structured Lessons	Develops well-structured and highly engaging lessons (which may include individual and group activities or sessions) with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials,	Develops well-structured lessons (which may include individual and group activities or sessions) with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources,	Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	Develops lessons with inappropriate student engagement and instructional strategies.

I. Curriculum, Planning & Assessment

The Physical Therapist and the Speech/Language Therapist:

	4 **Exemplary**	3 **Proficient**	2 **Needs Improvement**	1 **Unsatisfactory**
	resources, technologies, and grouping.	technologies, and grouping.		
d. **Variety of Assessment Methods**	Uses an integrated, comprehensive assessment system, including formal and informal assessment methods and common interim assessments where applicable, to measure student learning, growth, and development	Designs and administers assessments and/or collects data to measure student learning, growth, and/or development through a variety of methods, including informal and formal assessments and common interim assessments where applicable.	May design and administer assessments and/or collect some data to measure student learning, growth, or development, but uses a limited range of methods.	Administers assessments and/or collects only the data required by the school and/or measures only point-in-time student achievement or development.
e. **Adjustment to Practice**	Works with colleagues to organize and analyze results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions, supports, and programs for students.	Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions, supports, and programs for students.	Utilizes a limited variety of assessments and data to determine student progress.	Does not effectively utilize results to determine progress or adjust practice.
f. **Analysis and Conclusions**	Individually and with colleagues, draws appropriate conclusions about programs, plans, and practices from a thorough analysis of a wide range of data to improve student	Draws appropriate conclusions about programs, plans, and practices from a thorough analysis of a wide range of data to improve student	Inconsistently draws appropriate conclusions about programs, plans, and practices from a thorough analysis of a wide range of data to improve student	Does not analyze data and/or draw conclusions from data beyond completing the minimal requirements.

I. Curriculum, Planning & Assessment

The Physical Therapist and the Speech/Language Therapist:

	4 **Exemplary**	3 **Proficient**	2 **Needs Improvement**	1 **Unsatisfactory**
	learning, growth, and development.	learning, growth, and development.	learning, growth, and development.	
g. Sharing Conclusions with Colleagues	Consistently shares with appropriate colleagues (e.g., classroom teachers, administrators, and professional support personnel) conclusions about student progress and elicits feedback from them about practices that will support improved student learning and/or development.	Regularly shares with appropriate colleagues (e.g., classroom teachers, administrators, and professional support personnel) conclusions about student progress and seeks feedback from them about practices that will support improved student learning and/or development.	Occasionally shares with appropriate colleagues (e.g., classroom teachers, administrators, and professional support personnel) conclusions about student progress and seeks feedback from them about practices that will support improved student learning and/or development.	Rarely shares with appropriate colleagues (e.g., classroom teachers, administrators, and professional support personnel) conclusions about student progress and seeks feedback from them about practices that will support improved student learning and/or development.
h. Sharing Conclusions with Students and Families	Based on assessment results and/or other data, always provides descriptive feedback and engages students and families in constructive conversation that focuses on student growth and improvement.	Based on assessment results and/or other data, regularly provides descriptive feedback and engages students and families in constructive conversation that focuses on student growth and improvement.	Based on assessment results and/or other data, occasionally provides descriptive feedback and engages students and families in constructive conversation that focuses on student growth and improvement.	Based on assessment results and/or other data, rarely provides descriptive feedback and engages students and families in constructive conversation that focuses on student growth and improvement.

II.   Teaching All Students

The Physical Therapist and the Speech/Language Therapist:

	4 **Exemplary**	3 **Proficient**	2 **Needs Improvement**	1 **Unsatisfactory**
a. **Quality of Effort and Work**	Consistently defines high expectations for student work and behavior and the perseverance and effort required to produce it; often provides exemplars, rubrics, or guided practice, and/or models appropriate behaviors.	Regularly defines high expectations for student work and behavior and the perseverance and effort required to produce it; often provides exemplars, rubrics, or guided practice, and/or models appropriate behaviors.	Inconsistently defines high expectations for student work and behavior and the perseverance and effort required to produce it; often provides exemplars, rubrics, or guided practice, and/or models appropriate behaviors.	Rarely defines high expectations for student work and behavior and the perseverance and effort required to produce it; often provides exemplars, rubrics, or guided practice, and/or models appropriate behaviors.
b. **Student Engagement**	Consistently uses instructional and clinical practices that are likely to motivate and engage most students during the lesson, activity, or session.	Regularly uses instructional and clinical practices that are likely to motivate and engage most students during the lesson, activity, or session.	Inconsistently uses instructional and clinical practices that are likely to motivate and engage most students during the lesson, activity, or session.	Rarely uses instructional and clinical practices that are likely to motivate and engage most students during the lesson, activity, or session.
c. **Meeting Diverse Needs**	Consistently uses appropriate practices, including tiered instruction, scaffolds, and other supports, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.	Regularly uses appropriate practices, including tiered instruction, scaffolds, and other supports, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.	Inconsistently uses appropriate practices, including tiered instruction, scaffolds, and other supports, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.	Rarely uses appropriate practices, including tiered instruction, scaffolds, and other supports, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.
d. **Safe Learning Environment**	Consistently uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual	Regularly uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual	Inconsistently uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual	Rarely uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual

II.   Teaching All Students

The Physical Therapist and the Speech/Language Therapist:

	4	3	2	1
	environment where students take academic risks and most behaviors that interfere with learning are prevented.	environment where students take academic risks and most behaviors that interfere with learning are prevented.	environment where students take academic risks and most behaviors that interfere with learning are prevented.	environment where students take academic risks and most behaviors that interfere with learning are prevented.
e. Collaborative Learning Environment	Consistently develops students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.	Regularly develops students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.	Inconsistently develops students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.	Rarely develops students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.
f. Student Motivation	Consistently creates learning experiences that guide students to identify their strengths, interests, and needs; ask for support when appropriate; take risks; and challenge themselves to succeed.	Regularly creates learning experiences that guide students to identify their strengths, interests, and needs; ask for support when appropriate; take risks; and challenge themselves to succeed.	Inconsistently creates learning experiences that guide students to identify their strengths, interests, and needs; ask for support when appropriate; take risks; and challenge themselves to succeed.	Rarely creates learning experiences that guide students to identify their strengths, interests, and needs; ask for support when appropriate; take risks; and challenge themselves to succeed.
g. Respects Differences	Consistently uses strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Regularly uses strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Inconsistently uses strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Rarely uses strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.
h. Maintains Respectful Environment	Consistently anticipates and responds appropriately to conflicts or misunderstandings	Regularly anticipates and responds appropriately to conflicts or misunderstandings arising from	Inconsistently anticipates and responds appropriately to conflicts or misunderstandings arising from differences	Rarely anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds,

II. Teaching All Students

The Physical Therapist and the Speech/Language Therapist:

	4	3	2	1
	arising from differences in backgrounds, languages, and identities.	differences in backgrounds, languages, and identities.	in backgrounds, languages, and identities.	languages, and identities.
i. **Clear Expectations**	Clearly communicates and consistently enforces specific standards for student work, effort, and behavior.	Communicates and enforces specific standards for student work, effort, and behavior.	Inconsistently communicates and enforces specific standards for student work, effort, and behavior.	Does not clearly communicate or rarely enforces specific standards for student work, effort, and behavior.
j. **High Expectations**	Consistently and effortlessly models and reinforces ways that students can set and accomplish challenging goals through effective effort, rather than having to depend on innate ability.	Effectively models and reinforces ways that students can set and accomplish challenging goals through effective effort, rather than having to depend on innate ability.	Infrequently challenges students to set and accomplish goals through effective effort, rather than having to depend on innate ability.	Does not promote or reinforce ways that students can set and accomplish goals.
k. **Access to Knowledge**	Consistently adapts instruction, services, plans, communication, and/or assessments to make curriculum/ supports accessible to all students for whom the educator has responsibility, including English learners and students with disabilities.	Regularly adapts instruction, services, plans, communication, and/or assessments to make curriculum/ supports accessible to all students for whom the educator has responsibility, including English learners and students with disabilities.	Inconsistently adapts instruction, services, plans, communication, and/or assessments to make curriculum/ supports accessible to all students for whom the educator has responsibility, including English learners and students with disabilities.	Rarely adapts instruction, services, plans, communication, and/or assessments to make curriculum/ supports accessible to all students for whom the educator has responsibility, including English learners and students with disabilities.

j. All descriptions (4,3,2,1) are the same

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III.   Family and Community Engagement

The Physical Therapist and the Speech/Language Therapist:

	4 Exemplary	3 Proficient	2 Needs Improvement	1 Unsatisfactory
a. **Parent/Family Engagement**	Consistently uses a variety of strategies to support families to participate actively and appropriately in the classroom and school community.	Regularly uses a variety of strategies to support families to participate actively and appropriately in the classroom and school community.	Inconsistently uses a variety of strategies to support families to participate actively and appropriately in the classroom and school community.	Rarely uses a variety of strategies to support families to participate actively and appropriately in the classroom and school community.
b. **Learning Expectations**	Consistently provides parents with clear, user-friendly expectations for student learning, behavior, and/or wellness.	Regularly provides parents with clear, user-friendly expectations for student learning, behavior, and/or wellness.	Inconsistently provides parents with clear, user-friendly expectations for student learning, behavior, and/or wellness.	Rarely provides parents with clear, user-friendly expectations for student learning, behavior, and/or wellness.
c. **Student Support**	Consistently communicates with parents to create, share, and/or identify strategies for supporting learning and development at school and home.	Regularly communicates with parents to create, share, and/or identify strategies for supporting learning and development at school and home.	Inconsistently communicates with parents to create, share, and/or identify strategies for supporting learning and development at school and home.	Rarely communicates with parents to create, share, and/or identify strategies for supporting learning and development at school and home.
d. **Two-Way Communication**	Consistently uses two-way communication with families about student learning, behavior, and wellness; responds promptly and carefully to communications from families.	Regularly uses two-way communication with families about student learning, behavior, and wellness; responds promptly and carefully to communications from families.	Inconsistently uses two-way communication with families about student learning, behavior, and wellness; responds promptly and carefully to communications from families.	Rarely uses two-way communication with families about student learning, behavior, and wellness; responds promptly and carefully to communications from families.
e. **Culturally Proficient Communication**	Always communicates respectfully with families and demonstrates understanding of and sensitivity to different families' home	Communicates with families and demonstrates understanding of and sensitivity to different families' home language, culture, and values.	Communicates respectfully with families and without a strong understanding of and sensitivity to different families'	Infrequently communicates with families with little or no understanding of and sensitivity to different families' home language, culture, and values.

1

III. Family and Community Engagement

The Physical Therapist and the Speech/Language Therapist:

	4	3	2	1
	language, culture, and values.		home language, culture, and values.	
f. Respect	Shows great sensitivity and respect for family and community culture, values, and beliefs.	Communicates respectfully with parents and is sensitive to different families' culture and values.	Tries to be sensitive to the culture and beliefs of students' families but sometimes shows lack of sensitivity.	Is often insensitive to the culture and beliefs of students' families.
g. Community Resources	Maintains a thorough and up-to-date data base of community resources for families, including contact information.	Has a working knowledge of community resources in order to make appropriate referrals for families.	Has limited knowledge and/or makes little effort to help families connect with community services.	Makes no effort to help families connect with community resources.

IV. Professional Culture

	Exemplary 4	**Proficient** 3	**Needs Improvement** 2	**Unsatisfactory** 1
a. Reliability	Has perfect or near-perfect attendance, carries out assignments conscientiously and punctually, keeps meticulous records, and is never late.	Has very good attendance, is punctual with paperwork, duties, and assignments; keeps accurate records.	Occasionally skips assignments, has moderate absences (state extenuating circumstances), is late, makes errors in records, and misses paperwork deadlines.	Frequently skips assignments, has many absences (state extenuating circumstances), is late, makes errors in records, and misses paperwork deadlines.
b. Judgment	Is invariably ethical, honest, and forthright, uses impeccable judgment, and respects confidentiality.	Demonstrates professional demeanor, is ethical, honest, and forthright, maintains professional boundaries and keeps student information confidential.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information.	Is frequently unethical, dishonest, uses poor judgment, and/or discloses student information.
c. Decision-Making	In planning and decision-making at the district, school, and/or grade level, consistently contributes ideas and expertise that are critical to school improvement efforts.	Consistently contributes relevant ideas and expertise to planning and decision making at the district, school, and/or grade level.	May participate in planning and decision making at the district, school, and/or grade level but rarely contributes relevant ideas or expertise.	Participates in planning and decision making at the district, school, and/or grade level only when asked and rarely contributes relevant ideas or expertise.
d. Openness	Actively seeks out feedback and suggestions and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about criticism and resistant to changing classroom practice.
e. Professional Collaboration	Supports and encourages colleagues to collaborate in areas such as examining student work, analyzing student performance, and planning appropriate intervention.	Consistently and effectively collaborates with colleagues in such work as examining student work, analyzing student performance, and planning appropriate intervention.	Does not consistently collaborate with colleagues in ways that support productive team effort.	Rarely and/or ineffectively collaborates with colleagues; conversations often lack focus on improving student learning

IV.   Professional Culture

The Therapist:

	4 Exemplary	3 Proficient	2 Needs Improvement	1 Unsatisfactory
f. Professional Learning and Growth	Consistently seeks out professional development and learning opportunities that improve practice and build expertise of self and other educators in instruction and leadership. Is able to model this element	Consistently seeks out and applies ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities.	Participates only in required professional development activities and/or inconsistently or inappropriately applies new learning to improve practice.	Participates in few, if any, professional development and learning opportunities to improve practice and/or does not apply new learning to practice.