

Occupational Therapist, Physical Therapist, Teacher of the Visually Impaired and Teacher of the Hearing Impaired Observation Form

Therapist/Teacher: _____

Academic Year: _____

Date of Observation: _____

An observer will determine if the standards are met by Therapist and if the indicators do not meet (D), meet (M), or exceed (E) expectations, are not observable (NO), or are not applicable (NA). Non-observable indicators will be discussed at the pre and post observation conferences. A therapist / teacher may be required to submit evidence for non-observable indicators as may be necessary.

All non-observable indicators that would potentially lead to a *Does Not Meet* (D) in a principle must be indicated at the 2nd post observation conference.

Shaded indicators will be discussed at pre-therapist / teacher observation conference. Therapist / Teacher may be requested to submit evidence for shaded indicators as may be necessary.

Standards of Therapist / Teacher Performance					
D = Does not meet expectations M = Meets expectations E = Exceeds expectations					
NA = Not applicable to this therapist / teacher NO = Not observable during lesson					
	D	M	E	NA	NO
Principle I. Currency In the Curriculum:					
<i>A. The therapist / teacher recognizes curriculum content</i>					
1.	Demonstrates a basic knowledge of the core curriculum.				
2.	Keeps current in the field and applies knowledge to the instructional program.				
Principle II. Effective Planning and Assessment of Curriculum and Instruction					
<i>A. The therapist / teacher plans instruction effectively</i>					
3.	Has a personal vision of committed, confident learners and uses that vision to guide learning goals, expectations, and standards for student work.				
4.	Sets short-term and yearlong goals important to students' present or future lives.				
5.	Identifies individual and group needs and plans appropriate strategies, including those that involve the use of up-to-date technologies, to meet those needs.				
6.	Uses materials and resources, including technologies, that are appropriately matched to goals and to students' needs and learning styles.				
7.	Frames intervention around students' own prior knowledge and experience and identifies prerequisite skills and concepts that are important for students to know in order to be successful at a task.				
8.	Seeks out and collaborates with school-based specialists, resource personnel, including technology specialists, and administrators to better design instructional modifications to meet the special learning needs of students.				
9.	Plans engaging ways to introduce each activity.				
10.	Designs experiences in which students take increasing responsibility for their own learning.				
<i>B. The therapist / teacher plans assessment of student performance effectively.</i>					
11.	Determines specific and challenging standards for student performance.				
12.	Uses valid assessment which describes a student's current performance or progress towards goals and objectives.				

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<i>C. The therapist / teacher monitors students' performance effectively and adjusts intervention, materials, or assessments when appropriate.</i>										
13. Regularly uses a variety of formal and informal assessments of students' achievement and progress for instructional revisions and decision-making.										
14. Implements evaluation procedures which appropriately assess the objectives.										
15. Communicates student's progress to parents, students and staff members in a timely fashion.										
16. Prepares and maintains accurate and efficient record-keeping.										
17. Uses individual and group data appropriately; maintains confidentiality concerning individual student data and achievement.										
Principle III. Effective Management of Therapy Sessions										
<i>A. The therapist / teacher creates an environment that is positive for student learning and involvement</i>										
18. Implements experiences in which students show increasing engagement in their own program.										
19. Demonstrates openness to student challenges about information and ideas.										
20. Uses time and available space to promote optimal learning.										
21. Understands principles and patterns of child growth and development and uses this knowledge in working with students.										
22. Establishes procedures that maintain a high level of students' time-on-task and that ensure smooth transitions from one activity to another.										
<i>B. The therapist / teacher maintains appropriate standards of behavior, mutual respect and safety.</i>										
23. Maintains systematic approach to discipline by establishing and administering a consistent and fair set of rules supporting appropriate expectations.										
24. Manages routines effectively.										
25. Maintains appropriate professional boundaries with students.										
26. Serves as a positive role model for students.										
Principle IV. Effective Instruction										
<i>A. The therapist / teacher outlines goals to students.</i>										
27. Regularly checks for students' understanding of concepts and progress on skills.										
28. Identifies confusions and misconceptions as indicated by student responses and regular assessment strategies. Remediate, reteaches, or extends teaching to meet individual and/or group need.										
29. Understands and shows students the relevance of the subject to lifelong learning.										
<i>B. The therapist / teacher uses appropriate intervention techniques.</i>										
30. Uses a variety of intervention strategies to elicit optimal performance.										
31. Provides options for students to demonstrate competency and mastery of new skills.										
32. Uses a variety of appropriate materials in order to reinforce and extend skills, accommodate learning styles and match objectives.										
33. Demonstrates working knowledge of current research.										
Principle V. Promotion of High Standards and Expectations for Student Achievement										
<i>A. The therapist / teacher communicates expectations to students.</i>										
34. Regularly communicates objectives and outcomes to students.										
35. Regularly provides feedback to students on their progress on goals and objectives.										
36. Communicates standards, expectations and guidelines regarding quality and quantity of student's performance and interpersonal behavior to students and parents.										
37. Responds to students' so as to keep students open, thinking, and willing to take risks and to persevere with challenging tasks.										
38. Models the skills and processes central to the desired outcome.										

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<i>B. The therapist / teacher promotes confidence and perseverance in the student that stimulate increased personal student responsibility for achieving the goals.</i>										
39. Uses prompt feedback and student goal setting in order to increase student motivation and ownership of learning.										
40. Develops and supports students' awareness of themselves as learners and their ability to overcome self-doubts associated with learning and take risks.										
41. Nurtures students' eagerness to do challenging work and provides incentive, interest and support for students to take responsibility to complete such tasks successfully.										
42. Acts on belief that all students can learn appropriate modifications of instruction.										
43. Encourages and supports students to believe that effort is a key to achievement and acknowledges and values student work.										
44. Identifies students who are not meeting expectations and develops a plan regarding learning.										
45. Demonstrates attitudes of fairness, courtesy and respect that encourage students' active participation and commitment to learning.										
46. Builds positive relationships with students and parents to enhance students' abilities to learn effectively.										
47. Recognizes and responds appropriately when an individual student is having social and/or emotional difficulties which interfere with participation.										
Principle VI. Promotion of Equity and Appreciation of Diversity										
<i>A. The therapist / teacher demonstrates appreciation for and sensitivity to the diversity among individuals.</i>										
48. Demonstrates sensitivity to differences in abilities, modes of contribution, and social and cultural backgrounds.										
49. Develops and implements educational and organizational strategies that are effective in meeting the needs of a diverse student body.										
50. Functions effectively in a multi-lingual, multi-cultural and economically diverse society.										
Principle VII. Fulfillment of Professional Responsibilities										
<i>A. The therapist / teacher is constructive and cooperative in interactions with parents and receptive to their contributions.</i>										
51. Keeps parents informed of student's progress and works with them, in culturally appropriate ways, to aid in the total development of the student.										
52. Maintains professional boundaries with parents.										
<i>B. The therapist / teacher shares responsibility for accomplishing the goals and priorities of his/her department, building and school district.</i>										
53. Maintains professional boundaries with colleagues.										
54. Works constructively with others to identify school problems and suggest possible solutions.										
55. Cooperates with other service providers and teachers about students' overall workload.										
56. The therapist / teacher is reflective and continuous learner.										
57. Reflects about and acts on what students need to know and be able to do and about what the teacher can do to promote progress.										
58. Uses available resources to analyze, expand, and refine professional knowledge and skills; resources can include professional organizations, academic course work; school-based staff, administrative and community resources, and other colleagues.										
59. Participates in activities that demonstrate a commitment to the their profession.										
60. Seeks out information in order to grow and improve as a professional.										
61. Is receptive to suggestions for growth and improvement.										
<i>C. Supervision of therapy assistants.</i>										
62. Supervises and assists the therapy assistants with caseload treatment, consultation, and team meeting requirements.										

D = Does not meet expectations

Must have an accompanying explanation and recommendation for improvement

M = Meets expectations

E = Exceeds expectations

NA = Not applicable to this teacher

NO = Not observable indicates standards that are not observable during observations. Therapist / Teachers may provide evaluator with evidence of meeting these expectations should s/he be requested to do so. At the time of the post observation conference, the NO shall be determined to be a "D", "M", or "E".

Observable and/or measurable data to support any "D" determination for an indicator:

Recommendations for improvement for an indicator – must be observable and/or measurable:

Description of how improvement for an indicator will be measured:

A Professional Improvement Plan is attached to this observation form when a Teacher does not meet one of the Principles of Effective Teaching..

Observer's Signature

Date

Therapist / Teacher's Signature

Date

The Therapist / Teacher's signature does not necessarily indicate agreement with the contents of the Observation Report. The Therapist/Teacher has the right to make a written statement within 15 school days after the post-observation conference; said statement shall become a part of the Final Evaluation Report. The Therapist / Teacher shall be provided with a copy of the observation form at the post observation meeting.