

LETTER OF AGREEMENT
between
The Camas Education Association
and
The Camas School District

Section of the Contract Addressed: Section 3.20 (e) 4

4. **Counselors shall use Appendix F of this Agreement for evaluations; School Psychologists, Speech and Language Pathologists, and Occupational and Physical Therapists shall use Appendix K for their evaluation timeline and goal setting; School Psychologists shall use Appendix L; Speech and Language Pathologists shall use Appendix M; Occupational and Physical Therapists shall use Appendix N of this Agreement for evaluations; Other Educational Staff Associates (ESAs) will utilize the Educational Staff Associate Evaluation (Appendix E) for general evaluation. Broad job descriptions for the ESAs are as follows:**

For Speech Language Pathologists, Occupational Therapists, Physical Therapists, and School Psychologists who participate in this evaluation pilot for the 2019/2020 school year, they shall receive no summative evaluation lower than basic/satisfactory. All other provisions and timelines of the evaluation section 3.20 are applicable to ALL bargaining members.

Agreement Entered into on October 11, 2019.

Signed:

Original Signature on File Jeff Snell, Superintendent

Original Signature on File Michelle Houle, CEA President

Section 7.12 Appendix M(1): Speech and Language Pathologist Job Performance Evaluation

This form is to be provided and completed by hand or electronically. This entire appendix is new in 2019.

Speech and Language Pathologist Job Performance Evaluation - Camas School District

Name:	Employment Status:
Assignment Location(s):	Date of Initial Conference:
Date of Observation(s):	Date of Progress Conference:
Evaluator:	Date of Summative Conference:

<p>Protocol:</p> <ul style="list-style-type: none"> • At the initial collaborative conference, the evaluator and speech and language pathologist check off the domains relevant to the current assignment. • Collaboratively the administrator and the speech and language pathologist checks off 3 skills under 2 domains (total of 6) to self-evaluate. • At the summative conference, the administrator will present the completed evaluation form. <ol style="list-style-type: none"> 1. Unsatisfactory - Skill not evidenced 2. Basic - Skill minimally evidenced 3. Proficient - Skill evidenced most of the time 4. Distinguished - Skill exceeded
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Domains Applicable to Assignment	Domain Evaluated	Domain	Performance			
			1	2	3	4
1. Planning and Preparation						
		1a: Demonstrates knowledge and skill in the specialist therapy area; holds the relevant certificate or license.				
		1b: Establishes goals for the therapy				

		program appropriate to the setting and the students served.				
		1c: Demonstrates knowledge of district, state, and federal regulations and guidelines.				
		1d: Demonstrates knowledge of resources, both within and beyond the district.				
		1e: Plans the therapy program, integrated with the regular school program, to meet the needs of individual students.				
		1f: Develops a plan to evaluate the therapy program.				

Evidence:

2. The Environment			1	2	3	4
		2a: Establishes rapport with students.				
		2b: Organizes time effectively.				
		2c: Establishes and maintains clear procedures for referrals.				
		2d: Establishes standards of conduct in the treatment center.				
		2e: Organizes physical space for testing of students and providing therapy.				

Evidence:

3. Delivery of Service			1	2	3	4
		3a: Responds to referrals and evaluates student needs.				
		3b: Develops and implements treatment plans to maximize students' success				

		3c: Communicates with families.				
		3d: Collects information; writes reports.				
		3e: Demonstrates flexibility and responsiveness.				

Evidence:

4. Professional Responsibilities			1	2	3	4
		4a: Reflects on practice.				
		4b: Collaborates with teachers and administrators.				
		4c: Maintains effective data-management systems.				
		4d: Participates in a professional community.				
		4e: Engages in professional development.				
		4f: Shows professionalism, including integrity, advocacy, and maintains confidentiality.				

Evidence:

Adjunct Duties and/or activities that support student progress:

Commendations:

Professional Growth Activities:

Suggestions to enhance professional development:

Summative Evaluation Results:

Unsatisfactory

Basic

Proficient

Distinguished

Evaluator's Printed Name: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Evaluatee's Printed Name: _____ Date: _____

Evaluatee's Signature: _____ Date: _____

I certify that this report has been discussed with me. I understand that my signature does not necessarily indicate agreement. Further, I understand I may make a written response to the evaluation at any time up to fifteen (15) days after receiving a copy of the evaluation.

Section 7.12 Appendix N(1): Occupational/Physical Therapist Job Performance Evaluation

This form is to be provided and completed by hand or electronically. This entire appendix is new in 2019.

Occupational/Physical Therapist Job Performance Evaluation - Camas School District

Name:	Employment Status:
Assignment Location(s):	Date of Initial Conference:
Date of Observation(s):	Date of Progress Conference:
Evaluator:	Date of Summative Conference:

<p>Protocol:</p> <ul style="list-style-type: none"> ● At the initial collaborative conference, the evaluator and occupational therapist check off the domains relevant to the current assignment. ● Collaboratively the administrator and the occupational therapist checks off 3 skills under 2 domains (total of 6) to self-evaluate. ● At the summative conference, the administrator will present the completed evaluation form. <ol style="list-style-type: none"> 1. Unsatisfactory - Skill not evidenced 2. Basic - Skill minimally evidenced 3. Proficient - Skill evidenced most of the time 4. Distinguished - Skill exceeded
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Domains Applicable to Assignment	Domain Evaluated	Domain	Performance			
			1	2	3	4
1. Planning and Preparation						
		1a: Demonstrates knowledge and skill in the specialist therapy area; holds the relevant certificate or license.				
		1b: Establishes goals for the therapy				

		program appropriate to the setting and the students served.				
		1c: Demonstrates knowledge of district, state, and federal regulations and guidelines.				
		1d: Demonstrates knowledge of resources, both within and beyond the district.				
		1e: Plans the therapy program, integrated with the regular school program, to meet the needs of individual students.				
		1f: Develops a plan to evaluate the therapy program.				

Evidence:

2. The Environment			1	2	3	4
		2a: Establishes rapport with students.				
		2b: Organizes time effectively.				
		2c: Establishes and maintains clear procedures for referrals.				
		2d: Establishes standards of conduct in the treatment center.				
		2e: Organizes physical space for testing of students and providing therapy.				

Evidence:

3. Delivery of Service			1	2	3	4
		3a: Responds to referrals and evaluates student needs.				
		3b: Develops and implements treatment plans to maximize students' success				

		3c: Communicates with families.				
		3d: Collects information; writes reports.				
		3e: Demonstrates flexibility and responsiveness.				

Evidence:

4. Professional Responsibilities			1	2	3	4
		4a: Reflects on practice.				
		4b: Collaborates with teachers and administrators.				
		4c: Maintains effective data-management systems.				
		4d: Participates in a professional community.				
		4e: Engages in professional development.				
		4f: Shows professionalism, including integrity, advocacy, and maintains confidentiality.				

Evidence:

Adjunct Duties and/or activities that support student progress:

Commendations:

Professional Growth Activities:

Suggestions to enhance professional development:

Summative Evaluation Results:

Unsatisfactory

Basic

Proficient

Distinguished

Evaluator's Printed Name: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Evaluatee's Printed Name: _____ Date: _____

Evaluatee's Signature: _____ Date: _____

I certify that this report has been discussed with me. I understand that my signature does not necessarily indicate agreement. Further, I understand I may make a written response to the evaluation at any time up to fifteen (15) days after receiving a copy of the evaluation.

Section 7.12 Appendix K(1):Related Services Providers
Evaluation Key Dates and Timelines for 2019/2020

This form is to be provided and completed by hand or electronically. This entire appendix is new in 2019.

BY SEPTEMBER 15 - Identification of Evaluator

BY OCTOBER 31 - Initial Collaborative Conference - Staff and evaluator review the domains relevant to the staff's current assignment and decide on three domains to self-evaluate

BY NOVEMBER 22 - Staff complete self-assessment through Goal Setting Template and meet with evaluator to discuss annual goals

BY DECEMBER 4 - Provisional staff must receive 90-day review (could function as Collaborative Goals Monitoring Meeting)

BY JANUARY 30 - Collaborative Goals Monitoring Meeting - Staff and administrator meet to review observation and discuss progress on goals and identify agreements for the remainder of the year

- Staff and evaluator will mutually identify 1-3 additional district staff to help give feedback on performance. These could include building administrators, other district administrators, peers, and colleagues within the Camas School District.

BY MAY 15 - Final Conference* for any staff needing support through a Plan of Assistance

BY JUNE 1 - If the employee believes the final evaluation did not consider certain evidence, procedures outlined were not followed, and/or the criteria were not objectively scored they may be granted (a) an additional formal observation or (b) an alternative evaluator scoring of evidence

BY LAST STAFF CONTRACT DAY - Final Conference*

*10 school days prior to Final Conference, staff finalize Goal Setting Template and submit to evaluator

Section 7.12 Appendix K(2): Related Services Providers Goal Setting Template

This form is to be provided and completed by hand or electronically. This entire appendix is new in 2019.

Related Services Providers Goal Setting Template - Camas School District

What are the domains to be evaluated?

What evidence, data, or reasons do you have for selecting these domains?

Goals	Action Steps	Timeline	Resources Required	Date Completed
Goal 1:				
Goal 2:				
Goal 3:				

Evaluator Printed Name: _____ Signature: _____ Date: _____

Evaluatee Printed Name: _____ Signature: _____ Date: _____

My signature acknowledges that we agree to the measurable learning goals and collaborated in their development.

Section 7.12 Appendix L(1): School Psychologist Job Performance Evaluation

This form is to be provided and completed by hand or electronically. This entire appendix is new in 2019.

School Psychologist Job Performance Evaluation - Camas School District

Name:	Employment Status:
Assignment Location(s):	Date of Initial Conference:
Date of Observation(s):	Date of Progress Conference:
Evaluator:	Date of Summative Conference:

<p>Protocol:</p> <ul style="list-style-type: none"> ● At the initial collaborative conference, the evaluator and school psychologist check off the domains relevant to the current assignment. ● Collaboratively the administrator and the school psychologist checks off 3 domains to self-evaluate. ● At the summative conference, the administrator will present the completed evaluation form. <ol style="list-style-type: none"> 1. Unsatisfactory - Skill not evidenced 2. Basic - Skill evidenced 3. Proficient - Skill Exceeded
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Domains Applicable to Assignment	Domain Evaluated	Domain	Performance		
			1	2	3
1. Data-based Decision Making and Accountability					
		1a: Makes use of a problem-solving framework as the basis for all professional activities.			
		1b: Collects and uses assessment data to understand students' needs/challenges.			

		1c: Conducts comprehensive and legally defensible assessment to identify students' eligibility for special education and other educational services.			
		1d: Designs, implements, and uses data collection procedures for the evaluation of the effectiveness of school-based interventions and programs.			

Evidence:

2. Consultation and Collaboration			1	2	3
		2a: Uses a consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental health services.			
		2b: Consults and collaborates at the individual, family, group, and systems levels.			
		2c: Applies psychological and educational principles and by using their skills in communication, collaboration, and consultation to promote necessary change.			

Evidence:

3. Interventions and Instructional Support to Develop Academic Skills			1	2	3
		3a: Uses all available assessment information and empirical research on learning and cognitive development to promote student success.			
		3b: Collaborates with other educators, parents and the community to promote student success.			

Evidence:

4. Interventions and Mental Health Services to Develop Social and Life Skills			1	2	3
		4a: Integrates developmentally appropriate behavioral supports and mental health services with academic and social/emotional learning goals for children.			
		4b: Facilitates in the development and implementation of curriculum and programs at individual, group, classroom and school-wide levels for student behaviors,			
		4c: Considers the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization.			

Evidence:

5. School-Wide Practices to Promote Learning			1	2	3
		5a: Works collaboratively with school staff to enhance and support school wide practices that promote student achievement.			
		5b: Promotes the development and maintenance of supportive learning environments.			

Evidence:

6. Preventative and Responsive Services			1	2	3
		6a: Promotes recognition of risk and protective factors.			
		6b: Participates in school crisis teams.			
		6c: Provides direct counseling, behavioral coaching, and indirect interventions through consultation for students who experience mental health problems.			

		6d: Develops, promotes, and evaluates wellness & resilience programs.			
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Evidence:

7. Family-School Collaboration Services			1	2	3
		7a: Uses evidence-based strategies to design, implement, and evaluate effective policies and practices.			
		7b: Promotes strategies for safe, nurturing, and dependable parenting and home interventions.			
		7c: Helps create linkages between schools, families, and community providers, helps coordinate services when programming.			

Evidence:

8. Diversity in Development and Learning			1	2	3
		8a: Applies understanding of the influence of culture, background, and individual learning characteristics.			
		8b: Utilizes a problem-solving framework for addressing the needs of students with diverse characteristics.			
		8c: Promotes fairness and social justice and provides culturally competent and effective practices.			

Evidence:

9. Research and Program Evaluation			1	2	3
		9a: Evaluates and synthesizes a cumulative body of research findings as a foundation for effective services delivery.			

		9b: Incorporates techniques for data collection, analyses, and accountability in evaluation of services.			
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Evidence:

10. Legal, Ethical, and Professional Practice			1	2	3
		10a: Practices in ways and engages in collaborative relationships that are consistent with ethical, professional, and legal standards and regulations.			
		10b: Assists school personnel and parents in understanding and adhering to legislation and regulations.			
		10c: Engages in lifeline learning and professional development.			
		10d: Utilizes information sources and technology and responsible record keeping.			

Evidence:

Adjunct Duties and/or activities that support student progress:

Commendations:

Professional Growth Activities:

Suggestions to enhance professional development:

Summative Evaluation Results:

Unsatisfactory

Basic

Proficient

Evaluator's Printed Name: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Evaluatee's Printed Name: _____ Date: _____

Evaluatee's Signature: _____ Date: _____

I certify that this report has been discussed with me. I understand that my signature does not necessarily indicate agreement. Further, I understand I may make a written response to the evaluation at any time up to fifteen (15) days after receiving a copy of the evaluation.

Section 7.12 Appendix L(2): School Psychologist Job Performance Evaluation - Performance Rubric

This form is to be provided and completed by hand or electronically. This entire appendix is new in 2019.

School Psychologist Job Performance Evaluation - Camas School District
Performance Rubric

1 - Data-based Decision Making and Accountability

Data-based Decision Making and Accountability: School psychologists have knowledge of varied models and methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs. Examples of professional practices associated with data-based decision making and accountability include the following:

Practice	Unsatisfactory	Basic	Proficient
School psychologists use a problem-solving framework as the basis for all professional activities. They systematically collect data from multiple sources, using information and technology resources to enhance data collection and decision making. They consider ecological factors as a context for assessment and intervention in general and special education settings.	Does not use a problem-solving framework as the basis for all professional activities. Does not systematically collect data from multiple sources or use information and technology resources to enhance data collection and decision making. Does not consider ecological factors as a context for assessment and intervention in general and special education settings.	Minimally uses a problem-solving framework as the basis for all professional activities. Collects minimal data from sources, inconsistently uses information and technology resources to enhance data collection and decision making. Minimally considers ecological factors as a context for assessment and intervention in general and special education settings.	Successfully uses a problem-solving framework as the basis for all professional activities. Systematically collects data from multiple sources, using information and technology resources to enhance data collection and decision making. Considers ecological factors as a context for assessment and intervention in general and special education settings.
School psychologists collect and use assessment data to understand students' needs/challenges and to select and implement evidence-based instructional and mental health services.	Does not collect and use assessment data to understand students' needs/challenges and to select and implement evidence-based instructional and mental health services.	Minimally collect and use assessment data to understand students' needs/challenges and to select and implement evidence-based instructional and mental health services.	Collects and uses assessment data to understand students' needs/challenges and to select and implement evidence-based instructional and mental health services.
School psychologists, as part of an interdisciplinary team, conduct comprehensive and legally defensible assessments to identify students' eligibility for special education and	Does not conduct assessments to identify students' eligibility for special education and other educational services that are comprehensive or legally defensible.	Conducts assessments to identify students' eligibility for special education and other educational services; however, the assessments are not always comprehensive or	Successfully conducts comprehensive and legally defensible assessments to identify students' eligibility for special education and other educational services.

other educational services.		legally defensible.	
School psychologists assist with the design, implementation, and data collection procedures for the evaluation of the effectiveness of school-based interventions and programs. For example, they examine treatment fidelity; they evaluate the effectiveness of their own services.	Does not participate in the design, implementation, and data collection procedures for the evaluation of the effectiveness of school-based interventions and programs.	Minimally participates with the design, implementation, and data collection procedures for the evaluation of the effectiveness of school-based interventions and programs.	Assists with the design, implementation, and data collection procedures for the evaluation of the effectiveness of school-based interventions and programs.

2 - Consultation and Collaboration

Consultation and Collaboration: School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others. Examples of professional practices associated with consultation and collaboration include the following:

Practice	Unsatisfactory	Basic	Proficient
School psychologists use a consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental health services.	Does not use a consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental health services.	Minimally use a consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental health services.	Uses a consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental health services.
School psychologists consult and collaborate at the individual, family, group, and systems levels. They facilitate communication and collaboration as well as effectively communicate information among diverse school personnel, families, community professionals and others.	Rarely consults and collaborates at the individual, family, group, and systems levels. Rarely facilitates communication and collaboration nor effectively communicates information among diverse school personnel, families, community professionals, and others.	Minimally consults and collaborates at the individual, family, group, and systems levels. Minimally facilitates communication and collaboration and does not effectively communicate information among diverse school personnel, families, community professionals, and others.	Consults and collaborates at the individual, family, group, and systems levels. Facilitates communication and collaboration as well as effectively communicates information among diverse school personnel, families, community professionals, and others.
School psychologists function as change agents, applying psychological and educational principles and by using their skills in communication, collaboration, and	Does not apply psychological and educational principles nor use skills in communication, collaboration, and consultation to promote necessary change at the individual student,	Minimally functions as a change agent, applying psychological and educational principles and by using skills in communication, collaboration, and consultation to promote	Successfully functions as a change agent, applying psychological and educational principles and by using skills in communication, collaboration, and consultation to promote

consultation to promote necessary change at the individual student, classroom, building, and district, state, and federal levels.	classroom, building, and district, state, and federal levels.	necessary change at the individual student, classroom, building, and district, state, and federal levels.	necessary change at the individual student, classroom, building, and district, state, and federal levels.
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3 - Interventions and Instructional Support to Develop Academic Skills

Interventions and Instructional Support to Develop Academic Skills: School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills. Examples of direct and indirect services that support the development of cognitive and academic skills include the following:

Practice	Unsatisfactory	Basic	Proficient
<p>School psychologists use all available assessment information and empirical research on learning and cognitive development to:</p> <ul style="list-style-type: none"> • develop and implement evidence-based instructional strategies that are intended to improve student achievement including interventions for self-regulation and planning/organization, etc. • promote student learning at the individual, group, and systems level by developing instructional strategies to meet the individual learning needs of children. • use information and assistive technology resources to enhance students' cognitive and academic skills. • address intervention acceptability and fidelity during development, implementation, and evaluation of instructional interventions. 	Does not use all available assessment information and empirical research on learning and cognitive development to promote data-based interventions and instructional strategies to support student achievement.	Inconsistently uses available assessment information and empirical research on learning and cognitive development to promote data-based interventions and instructional strategies to support student achievement.	Uses all available assessment information and empirical research on learning and cognitive development to promote data-based interventions and instructional strategies to support student achievement.
School psychologists collaborate with	Does not work collaboratively with	Inconsistently works collaboratively	Collaboratively works with other

<p>other educators, parents and the community, as appropriate, to:</p> <ul style="list-style-type: none"> ● promote the principles of student-centered learning (setting individual learning goals, making and monitoring a plan toward the goals, etc.) and healthy lifestyles. ● ensure the attainment of state and local academic benchmarks by all students. ● develop, implement, and evaluate effective interventions for increasing the amount of time students are engaged in learning. 	<p>other educators, parents and the community to promote principles of learning. Does not ensure attainment of state and local academic benchmarks; does not develop, implement, and evaluate effective academic interventions.</p>	<p>with other educators, parents and the community, to promote principles of learning. Minimally ensures attainment of state and local academic benchmarks; and sometimes develops, implements, and evaluates effective academic interventions.</p>	<p>educators, parents and the community, as appropriate, to promote principles of learning; ensures attainment of state and local academic benchmarks; and develops, implements, and evaluates effective academic interventions.</p>
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4 - Interventions and Mental Health Services to Develop Social and Life Skills

Interventions and Mental Health Services to Develop Social and Life Skills: School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health. Examples of professional practices associated with development of social, emotional, behavioral, and life skills include the following:

Practice	Unsatisfactory	Basic	Proficient
<p>School psychologists integrate developmentally appropriate behavioral supports and mental health services with academic and social/emotional learning goals for children. Examples of service may include:</p> <ul style="list-style-type: none"> ● individual and group counseling, ● behavioral coaching, ● classroom and school-wide social emotional learning programs, ● positive behavioral support ● parent education and support; ● Life skills training 	<p>Does not implement integrated developmentally appropriate behavioral supports and mental health services with academic and social/emotional learning goals for children.</p>	<p>Inconsistently demonstrates integrated developmentally appropriate behavioral supports and mental health services with academic and social/emotional learning goals for children.</p>	<p>Integrates developmentally appropriate behavioral supports and mental health services with academic and social/emotional learning goals for children.</p>

School psychologists facilitate in the development, design and implementation of curriculum and programs at individual, group, classroom and school-wide levels for student behaviors including self-regulation, healthy decision-making as well as overall classroom management.	Does not participate and/or is unaware of the development, design and implementation of curriculum and programs at individual, group, classroom and school-wide levels for student behaviors including self-regulation, healthy decision-making as well as overall classroom management.	Minimally participates in the development, design and implementation of curriculum and programs at individual, group, classroom and school-wide levels for student behaviors including self-regulation, healthy decision-making as well as overall classroom management.	Facilitates the development, design and implementation of curriculum and programs at individual, group, classroom and school-wide levels for student behaviors including self-regulation, healthy decision-making as well as overall classroom management.
School psychologists consider the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization, address intervention acceptability and fidelity, and evaluate implementation and outcomes of behavioral and mental health interventions.	Does not consider the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization, fails to address intervention acceptability and fidelity, and evaluate implementation and outcomes of behavioral and mental health interventions.	Minimally considers the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization, intervention acceptability and fidelity, and implementation and outcomes of behavioral and mental health interventions.	Considers the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization, addresses intervention acceptability and fidelity, and evaluates implementation and outcomes of behavioral and mental health interventions.

5 - School-Wide Practices to Promote Learning

School-Wide Practices to Promote Learning: School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others. Professional practices associated with school-wide promotion of learning include the following:

Practice	Unsatisfactory	Basic	Proficient
<p>Collaboration: School psychologists work collaboratively with school staff to enhance and support school wide practices that promote student achievement by:</p> <ul style="list-style-type: none"> • promoting a respectful and supportive atmosphere for decision making and collaboration, and a commitment to quality instruction and services. • developing school improvement 	Does not work collaboratively with school staff to enhance and support school wide practices that promote student achievement.	Inconsistently works collaboratively with school staff to enhance and support school wide practices that promote student achievement.	Consistently works collaboratively with school staff to enhance and support school wide practices that promote student achievement.

<p>plans that impact the programs and services available to children, youth, and families, and the way school psychologists deliver their services.</p> <ul style="list-style-type: none"> • creating and maintaining a multitiered continuum of services to support all students' attainment of academic, social, emotional, and behavioral goals. • incorporating evidence-based strategies in the design, implementation, and evaluation of effective policies and practices in areas of discipline, instructional support, staff training, coordinating with partner agency services, program evaluation, home-school partnerships, designing and implementing universal screening programs to identify students in need of additional instructional or behavioral support services. 			
<p>School psychologists promote the development and maintenance of learning environments that support resilience and academic growth, and promote high rates of academic engaged time. Examples of this include:</p> <ul style="list-style-type: none"> • evaluating outcomes of classroom, building, and system initiatives and the implementation of decision-making practices designed to meet general public accountability responsibilities. • incorporating evidence-based strategies when developing and delivering intervention programs to facilitate successful transitions of students from one environment to another environment. 	<p>Does not promote the development and maintenance of supportive learning environments. Does not evaluate the outcomes of initiatives, and does not incorporate strategies to assist students when transitioning between environments.</p>	<p>Inconsistently promotes the development and maintenance of supportive learning environments. Minimally evaluates the outcomes of initiatives, and inconsistently incorporates strategies to assist students when transitioning between environments.</p>	<p>Consistently promotes the development and maintenance of supportive learning environments, evaluates the outcomes of initiatives, and incorporates strategies to assist students when transitioning between environments.</p>

6 - Preventive and Responsive Services

Preventive and Responsive Services: School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery. Examples of effective practices associated with preventive and responsive services include the following:

Practice	Unsatisfactory	Basic	Proficient
School psychologists promote recognition of risk and protective factors that are vital to understanding and addressing systemic problems such as school failure, truancy, dropout, bullying, youth suicide, or school violence, and participate in the implementation and evaluation of programs that promote safe and violence-free schools and communities	Does not promote recognition of risk and protective factors that are vital to understanding and addressing systemic problems such as school failure, truancy, dropout, bullying, youth suicide, or school violence, and does not participate in the implementation and evaluation of programs that promote safe and violence-free schools and communities	Inconsistently promotes recognition of risk and protective factors that are vital to understanding and addressing systemic problems such as school failure, truancy, dropout, bullying, youth suicide, or school violence, and inconsistently participates in the implementation and evaluation of programs that promote safe and violence-free schools and communities	Promotes recognition of risk and protective factors that are vital to understanding and addressing systemic problems such as school failure, truancy, dropout, bullying, youth suicide, or school violence, and participates in the implementation and evaluation of programs that promote safe and violence-free schools and communities
School psychologists participate in school crisis teams, use data-based decision-making methods, problem-solving strategies, consultation, collaboration, and direct services in the context of crisis prevention, preparation, response, and recovery to provide competent mental health support during and after crisis situations.	Does not participate in school crisis teams, use data-based decision-making methods, problem-solving strategies, consultation, collaboration, or directs services in the context of crisis prevention, preparation, response, and recovery to provide competent mental health support during and after crisis situations.	Inconsistently participates in school crisis teams, use data-based decision-making methods, problem-solving strategies, consultation, collaboration, or direct services in the context of crisis prevention, preparation, response, and recovery to provide competent mental health support during and after crisis situations.	Participates in school crisis teams, uses data-based decision-making methods, problem-solving strategies, consultation, collaboration, and directs services in the context of crisis prevention, preparation, response, and recovery to provide competent mental health support during and after crisis situations.
School psychologists provide direct counseling, behavioral coaching, and indirect interventions through consultation for students who experience mental health problems that impair learning and/or socialization.	Does not provide direct counseling, behavioral coaching, and indirect interventions through consultation for students who experience mental health problems that impair learning and/or socialization.	Inconsistently provides direct counseling, behavioral coaching, and indirect interventions through consultation for students who experience mental health problems that impair learning and/or socialization.	Provides direct counseling, behavioral coaching, and indirect interventions through consultation for students who experience mental health problems that impair learning and/or socialization.

School psychologists develop, promote, and evaluate wellness & resilience programs promoting prevention and interventions by collaborating with professionals to provide basic knowledge of appropriate behavior, facilitate adjustments conducive to a healthy environment, and provide resources to protect students exhibiting precursors for learning disabilities, behavior concerns, and mental health.	Does not develop, promote, and evaluate wellness & resilience programs promoting prevention and interventions by collaborating with professionals to provide basic knowledge of appropriate behavior. Does not facilitate adjustments conducive to a healthy environment and provide resources to protect students exhibiting precursors for learning disabilities, behavior concerns, and mental health.	Inconsistently develops, promotes, and evaluate wellness & resilience programs promoting prevention and interventions by collaborating with professionals to provide basic knowledge of appropriate behavior. Inconsistently facilitates adjustments conducive to a healthy environment and provide resources to protect students exhibiting precursors for learning disabilities, behavior concerns, and mental health.	Develops, promotes, and evaluates wellness & resilience programs promoting prevention and interventions by collaborating with professionals to provide basic knowledge of appropriate behavior. Facilitates adjustments conducive to a healthy environment and provide resources to protect students exhibiting precursors for learning disabilities, behavior concerns, and mental health.
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7 - Family-School Collaboration Services

Family-School Collaboration Services: School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for children. Examples of professional practices associated with family-school collaboration include the following:

Practice	Unsatisfactory	Basic	Proficient
School psychologists use evidence-based strategies to design, implement, and evaluate effective policies and practices that promote family, school, and community partnerships to enhance learning and mental health outcomes for all students, while also identifying diverse cultural issues that may have an impact on family-school partnerships and interactions with community providers in providing services for families.	Does not use evidence-based strategies to design, implement, and evaluate effective policies and practices that promote family, school, and community partnerships to enhance learning and mental health outcomes for all students, while also identifying diverse cultural issues that may have an impact on family-school partnerships and interactions with community providers in providing services for families.	Inconsistently uses evidence-based strategies to design, implement, and evaluate effective policies and practices that promote family, school, and community partnerships to enhance learning and mental health outcomes for all students, while also identifying diverse cultural issues that may have an impact on family-school partnerships and interactions with community providers in providing services for families.	Successfully uses evidence-based strategies to design, implement, and evaluate effective policies and practices that promote family, school, and community partnerships to enhance learning and mental health outcomes for all students, while also identifying diverse cultural issues that may have an impact on family-school partnerships and interactions with community providers in providing services for families.
School psychologists promote strategies for safe, nurturing, and	Does not promote strategies for safe, nurturing, and dependable parenting	Inconsistently promotes strategies for safe, nurturing, and dependable	Promotes strategies for safe, nurturing, and dependable parenting

dependable parenting and home interventions to facilitate children's healthy development and educate the school community regarding the influence of family involvement on school achievement while also advocating for parent involvement in school governance and policy development whenever possible.	and home interventions to facilitate children's healthy development and educate the school community regarding the influence of family involvement on school achievement while also advocating for parent involvement in school governance and policy development whenever possible.	parenting and home interventions to facilitate children's healthy development and educate the school community regarding the influence of family involvement on school achievement while also advocating for parent involvement in school governance and policy development.	and home interventions to facilitate children's healthy development and educate the school community regarding the influence of family involvement on school achievement while also advocating for parent involvement in school governance and policy development whenever possible.
School psychologists help create linkages between schools, families, and community providers, help coordinate services when programming for children involves multiple agencies, and advocate and support parents in their involvement in school activities to address individual students' needs.	Does not help create linkages between schools, families, and community providers, or help coordinate services when programming for children involves multiple agencies, and advocate and support parents in their involvement in school activities to address individual students' needs.	Inconsistently helps create linkages between schools, families, and community providers. Inconsistently helps coordinate services when programming for children involves multiple agencies, and advocate and support parents in their involvement in school activities to address individual students' needs.	Helps create linkages between schools, families, and community providers, help coordinate services when programming for children involves multiple agencies, and advocate and support parents in their involvement in school activities to address individual students' needs.

8 - Diversity in Development and Learning

Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences (e.g., age, gender or gender identity, cognitive capabilities, social-emotional skills, developmental level, race, ethnicity, national origin, religion, sexual and gender orientation, disability, chronic illness, language, socioeconomic status); and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide effective professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations for all aspects of service delivery. Examples of diversity in development and learning include:

Practice	Unsatisfactory	Basic	Proficient
School psychologists apply their understanding of the influence of culture, background, and individual learning characteristics in development and learning, and they work collaboratively with family/community	Does not apply understanding of the influence of culture, background, and individual learning characteristics in development and learning, and does not work collaboratively with family/community members when	Inconsistently applies understanding of the influence of culture, background, and individual learning characteristics in development and learning, and inconsistently collaborates with family/community	Consistently applies understanding of the influence of culture, background, and individual learning characteristics in development and learning, and works collaboratively with family/community members when

members when addressing individual differences, strengths, back-grounds, talents, and needs in the design, implementation, and evaluation of services in order to improve learning and mental health outcomes for all children in family, school, and community contexts.	addressing individual differences to improve outcomes for all students.	members when addressing individual differences to improve outcomes for all students.	addressing individual differences to improve outcomes for all students.
School psychologists utilize a problem- solving framework for addressing the needs of students with diverse characteristics.	Does not utilize a problem-solving framework for addressing the needs of students with diverse characteristics.	Inconsistently utilizes a problem-solving framework for addressing the needs of students with diverse characteristics.	Consistently utilizes an effective problem-solving framework for addressing the needs of students with diverse characteristics.
School psychologists promote fairness and social justice and provide culturally competent and effective practices in all areas of school psychology service delivery.	Does not promote fairness and social justice nor provides culturally competent and effective practices in all areas of school psychology service delivery.	Inconsistently promotes fairness and social justice and incon-sistently provide culturally com-petent and effective practices in all areas of school psychology service delivery.	Consistently promotes fairness and social justice and consistently provide culturally competent and effective practices in all areas of school psychology service delivery.

9 - Research and Program Evaluation

Research and Program Evaluation: School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels. Examples of professional practices associated with research and program evaluation include the following:

Practice	Unsatisfactory	Basic	Proficient
School psychologists evaluate and synthesize a cumulative body of research findings as a foundation for effective service delivery. They provide assistance and incorporate various techniques in analyzing, interpreting and using empirical foundations at the individual, group and/or systems level.	Does not utilize research findings as a foundation for effective service delivery. Does not provide assistance or incorporate various techniques in analyzing, interpreting and using empirical foundations at the individual, group and/or systems level.	Minimally evaluates and synthesizes a cumulative body of research findings as a foundation for effective service delivery. Provides minimal assistance and minimally uses various techni-ques in analyzing, interpreting and using empirical foundations at the individual, group and/or systems level.	Successfully evaluates and synthesizes a cumulative body of research findings as a foundation for effective service delivery. Provides assistance and uses various techniques in analyzing, interpreting and using empirical foundations at the individual, group and/or systems level.
School psychologists incorporate	Does not incorporate techniques for	Minimally incorporates techniques for	Incorporates techniques for data

techniques for data collection, analyses, and accountability in evaluation of services at the individual, group, and system levels. They collaborate with others and provide support when needed for analyzing progress monitoring data as well as designing, implementing and evaluating the fidelity and effectiveness of school-based intervention plan.	data collection, analyses, and accountability in evaluation of services at the individual, group, and system levels. Does not collaborate with others or provide support when needed for analyzing progress monitoring data as well as designing, implementing and evaluating the fidelity and effectiveness of school-based intervention plan.	data collection, analyses, and accountability in evaluation of services at the individual, group, and system levels. Minimally collaborates with others and provides support when needed for analyzing progress monitoring data as well as designing, implementing and evaluating the fidelity and effectiveness of school-based intervention plan.	collection, analyses, and accountability in evaluation of services at the individual, group, and system levels. Collaborates with others and provides support when needed for analyzing progress monitoring data as well as designing, implementing and evaluating the fidelity and effectiveness of school-based intervention plan.
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10 - Legal, Ethical, and Professional Practice

Legal, Ethical, and Professional Practice: School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills. Examples of legal, ethical, and professional practice include the following:

Practice	Unsatisfactory	Basic	Proficient
School Psychologists practice and engage in collaborative relationships that are consistent with ethical, professional, and legal standards and regulations, and use supervision and mentoring for effective practice.	Does not practice nor engages in collaborative relationships that are consistent with ethical, professional, and legal standards and regulations, and use supervision and mentoring for effective practice.	Inconsistent in practicing and engaging in collaborative relationships that are consistent with ethical, professional, and legal standards and regulations, and in using supervision and mentoring for effective practice.	Practices and engages in collaborative relationships that are consistent with ethical, professional, and legal standards and regulations, and uses supervision and mentoring for effective practice.
School psychologists assist school personnel and parents in understanding and adhering to legislation and regulations relevant to regular and special education, and advocate for professional roles as providers of effective services that enhance the learning and mental	Does not assist school personnel and parents in understanding and adhering to legislation and regulations relevant to regular and special education, and does not advocate for professional roles as providers of effective services that enhance the learning and mental health for all	Inconsistently assists school personnel and parents in understanding and adhering to legislation and regulations relevant to regular and special education. Inconsistently advocates for professional roles as providers of effective services that enhance the	Assists school personnel and parents in understanding and adhering to legislation and regulations relevant to regular and special education, and advocates for professional roles as providers of effective services that enhance the learning and mental health for all students.

health for all students.	students.	learning and mental health for all students.	
School psychologists engage in lifelong learning and professional development.	Does not engage in lifelong learning and professional development.	School psychologist is not consistent in engaging in lifelong learning and professional development.	Engages in lifelong learning and professional development.
School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard and enhance the quality of services and responsible record keeping.	Does not access, evaluate, and utilize information sources and technology in ways that safeguard and enhance the quality of services and responsible record keeping.	Inconsistently accesses, evaluates, and utilizes information sources and technology in ways that safeguard and enhance the quality of services and responsible record keeping.	Accesses, evaluates, and utilizes information sources and technology in ways that safeguard and enhance the quality of services and responsible record keeping.

Section 7.12 Appendix M(2): Speech and Language Pathologist Job Performance Evaluation - Performance Rubric

This form is to be provided and completed by hand or electronically. This entire appendix is new in 2019.

Speech and Language Pathologist Job Performance Evaluation - Camas School District
Performance Rubric

Domain 1 for Therapeutic Specialists: Planning and Preparation				
Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrates knowledge and skill in the specialist therapy area; holds the relevant certificate or license.	Specialist demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license.	Specialist demonstrates basic knowledge and skill in the therapy area; holds necessary certificate or license.	Specialist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license.
1b: Establishes goals for the therapy program appropriate to the setting and the students served.	Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students.	Specialist's goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the students.	Specialist's goals for the therapy program are clear and appropriate to the situation and to the age of the students.	Specialist's goals for the 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.
1c: Demonstrates	Specialist demonstrates	Specialist demonstrates	Specialist demonstrates	Specialist's knowledge

knowledge of district, state, and federal regulations and guidelines.	little or no knowledge of special education laws and procedures.	basic knowledge of special education laws and procedures.	thorough knowledge of special education laws and procedures.	of special education laws and procedures is extensive; specialist takes a leadership role in reviewing and revising district policies.
1d: Demonstrates knowledge of resources, both within and beyond the district.	Specialist demonstrates little or no knowledge of resources for students available through the school or district.	Specialist demonstrates basic knowledge of resources for students available through the school or district.	Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
1e: Plans the therapy program, integrated with the regular school program, to meet the needs of individual students.	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Specialist has developed a plan that includes the important aspects of work in the setting.	Specialist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.
1f: Develops a plan to evaluate the therapy program.	Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Specialist has a rudimentary plan to evaluate the therapy program.	Specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 2 for Therapeutic Specialists: The Environment

Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
2a: Establishes rapport with students.	Specialist's interactions with students are negative or inappropriate; students appear uncomfortable 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's interactions with students are positive and respectful; students appear comfortable in the testing and treatment center.	Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.
2b: Organizes time effectively.	Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Specialist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.
2c: Establishes and maintains clear procedures for referrals.	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Specialist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.
2d: Establishes standards of conduct	No standards of conduct have been established,	Standards of conduct appear to have been	Standards of conduct have been established	Standards of conduct have been established

in the treatment center.	and specialist disregards or fails to address negative student behavior during evaluation or treatment.	established for the testing and treatment center. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	for the testing and treatment center. Specialist monitors student behavior against those standards; response to students is appropriate and respectful.	for the testing and treatment center. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
2e: Organizes physical space for testing of students and providing therapy.	The testing and treatment center is disorganized and poorly suited to working with students. Materials are usually available.	The testing and treatment center is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed.	The testing and treatment center is well organized; materials are available when needed.	The testing and treatment center is highly organized and is inviting to students. Materials are convenient when needed.

Domain 3 for Therapeutic Specialists: Delivery of Service				
Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
3a: Responds to referrals and evaluates student needs.	Specialist fails to respond to referrals or makes hasty assessments of student needs.	Specialist responds to referrals when pressed and makes adequate assessments of student needs.	Specialist responds to referrals and makes thorough assessments of student needs.	Specialist is proactive in responding to referrals and makes highly competent assessments of student needs.

<p>3b: Develops and implements treatment plans to maximize students' success</p>	<p>Specialist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.</p>	<p>Specialist's plans for students are partially suitable for them or sporadically aligned with identified needs.</p>	<p>Specialist's plans for students are suitable for them and are aligned with identified needs.</p>	<p>Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.</p>
<p>3c: Communicates with families.</p>	<p>Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.</p>	<p>Specialist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.</p>	<p>Specialist communicates with families and seures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.</p>	<p>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.</p>
<p>3d: Collects information; writes reports.</p>	<p>Specialist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.</p>	<p>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.</p>	<p>Specialist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.</p>	<p>Specialist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.</p>
<p>3e: Demonstrates flexibility and responsiveness.</p>	<p>Specialist adheres to the plan or program, in spite of evidence of its inadequacy.</p>	<p>Specialist makes modest changes in the treatment program when confronted with evidence of the need for change.</p>	<p>Specialist makes revisions in the treatment program when they are needed.</p>	<p>Specialist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.</p>

Domain 4 for Therapeutic Specialists: Professional Responsibilities

Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflects on practice.	Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	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'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 is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.
4b: Collaborates with teachers and administrators.	Specialist is not available to staff for questions and planning and declines to provide background material when requested.	Specialist is available to staff for questions and planning and provides background material when requested.	Specialist initiates contact with teachers and administrators to confer regarding individual cases.	Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.
4c: Maintains effective data-management systems.	Specialist's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust	Specialist has developed a rudimentary data-management system for monitoring student progress and	Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust	Specialist has developed a highly effective data-management system for monitoring student progress and uses it to

	treatment when needed.	occasionally uses it to adjust treatment when needed.	treatment when needed.	adjust treatment when needed. Specialist uses the system to communicate with teachers and parents.
4d: Participates in a professional community.	Specialist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.	Specialist's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so.	Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
4e: Engages in professional development.	Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Specialist's participation in professional development activities is limited to those that are convenient or are required.	Specialist seeks out opportunities for professional development based on an individual assessment of need.	Specialist actively pursues professional development opportunities and makes a substantial contribution through such activities as offering workshops to colleagues.
4f: Shows professionalism, including integrity, advocacy, and maintains confidentiality.	Specialist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	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 displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	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.

Section 7.12 Appendix N(2): Occupational/Physical Therapist Job Performance Evaluation - Performance Rubric

This form is to be provided and completed by hand or electronically. This entire appendix is new in 2019.

Occupational/Physical Therapist Job Performance Evaluation - Camas School District
Performance Rubric

Domain 1 for Therapeutic Specialists: Planning and Preparation				
Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrates knowledge and skill in the specialist therapy area; holds the relevant certificate or license.	Specialist demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license.	Specialist demonstrates basic knowledge and skill in the therapy area; holds necessary certificate or license.	Specialist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license.
1b: Establishes goals for the therapy program appropriate to the setting and the students served.	Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students.	Specialist's goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the students.	Specialist's goals for the therapy program are clear and appropriate to the situation and to the age of the students.	Specialist's goals for the 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.
1c: Demonstrates	Specialist demonstrates	Specialist demonstrates	Specialist demonstrates	Specialist's knowledge

knowledge of district, state, and federal regulations and guidelines.	little or no knowledge of special education laws and procedures.	basic knowledge of special education laws and procedures.	thorough knowledge of special education laws and procedures.	of special education laws and procedures is extensive; specialist takes a leadership role in reviewing and revising district policies.
1d: Demonstrates knowledge of resources, both within and beyond the district.	Specialist demonstrates little or no knowledge of resources for students available through the school or district.	Specialist demonstrates basic knowledge of resources for students available through the school or district.	Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
1e: Plans the therapy program, integrated with the regular school program, to meet the needs of individual students.	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Specialist has developed a plan that includes the important aspects of work in the setting.	Specialist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.
1f: Develops a plan to evaluate the therapy program.	Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Specialist has a rudimentary plan to evaluate the therapy program.	Specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 2 for Therapeutic Specialists: The Environment

Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
2a: Establishes rapport with students.	Specialist's interactions with students are negative or inappropriate; students appear uncomfortable 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's interactions with students are positive and respectful; students appear comfortable in the testing and treatment center.	Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.
2b: Organizes time effectively.	Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Specialist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.
2c: Establishes and maintains clear procedures for referrals.	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Specialist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.
2d: Establishes standards of conduct	No standards of conduct have been established,	Standards of conduct appear to have been	Standards of conduct have been established	Standards of conduct have been established

<p>in the treatment center.</p>	<p>and specialist disregards or fails to address negative student behavior during evaluation or treatment.</p>	<p>established for the testing and treatment center. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.</p>	<p>for the testing and treatment center. Specialist monitors student behavior against those standards; response to students is appropriate and respectful.</p>	<p>for the testing and treatment center. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.</p>
<p>2e: Organizes physical space for testing of students and providing therapy.</p>	<p>The testing and treatment center is disorganized and poorly suited to working with students. Materials are usually available.</p>	<p>The testing and treatment center is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed.</p>	<p>The testing and treatment center is well organized; materials are available when needed.</p>	<p>The testing and treatment center is highly organized and is inviting to students. Materials are convenient when needed.</p>

<p>Domain 3 for Therapeutic Specialists: Delivery of Service</p>				
<p>Component</p>	<p>Level of Performance</p>			
	<p>Unsatisfactory</p>	<p>Basic</p>	<p>Proficient</p>	<p>Distinguished</p>
<p>3a: Responds to referrals and evaluates student needs.</p>	<p>Specialist fails to respond to referrals or makes hasty assessments of student needs.</p>	<p>Specialist responds to referrals when pressed and makes adequate assessments of student needs.</p>	<p>Specialist responds to referrals and makes thorough assessments of student needs.</p>	<p>Specialist is proactive in responding to referrals and makes highly competent assessments of student needs.</p>

<p>3b: Develops and implements treatment plans to maximize students' success</p>	<p>Specialist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.</p>	<p>Specialist's plans for students are partially suitable for them or sporadically aligned with identified needs.</p>	<p>Specialist's plans for students are suitable for them and are aligned with identified needs.</p>	<p>Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.</p>
<p>3c: Communicates with families.</p>	<p>Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.</p>	<p>Specialist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.</p>	<p>Specialist communicates with families and seures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.</p>	<p>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.</p>
<p>3d: Collects information; writes reports.</p>	<p>Specialist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.</p>	<p>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.</p>	<p>Specialist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.</p>	<p>Specialist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.</p>
<p>3e: Demonstrates flexibility and responsiveness.</p>	<p>Specialist adheres to the plan or program, in spite of evidence of its inadequacy.</p>	<p>Specialist makes modest changes in the treatment program when confronted with evidence of the need for change.</p>	<p>Specialist makes revisions in the treatment program when they are needed.</p>	<p>Specialist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.</p>

Domain 4 for Therapeutic Specialists: Professional Responsibilities

Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflects on practice.	Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	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'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 is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.
4b: Collaborates with teachers and administrators.	Specialist is not available to staff for questions and planning and declines to provide background material when requested.	Specialist is available to staff for questions and planning and provides background material when requested.	Specialist initiates contact with teachers and administrators to confer regarding individual cases.	Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.
4c: Maintains effective data-management systems.	Specialist's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust	Specialist has developed a rudimentary data-management system for monitoring student progress and	Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust	Specialist has developed a highly effective data-management system for monitoring student progress and uses it to

	treatment when needed.	occasionally uses it to adjust treatment when needed.	treatment when needed.	adjust treatment when needed. Specialist uses the system to communicate with teachers and parents.
4d: Participates in a professional community.	Specialist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.	Specialist's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so.	Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
4e: Engages in professional development.	Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Specialist's participation in professional development activities is limited to those that are convenient or are required.	Specialist seeks out opportunities for professional development based on an individual assessment of need.	Specialist actively pursues professional development opportunities and makes a substantial contribution through such activities as offering workshops to colleagues.
4f: Shows professionalism, including integrity, advocacy, and maintains confidentiality.	Specialist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	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 displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	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.