

Danielson Speech OT/PT Evaluation Rubric

Suggested Edits from DEAC

The Original Language	The Edited Language
<p>2C: Managing Therapy session procedures: All</p> <p>Unsatisfactory: Much instructional time is lost because of inefficient routines and procedures for transitions, handling of supplies, and performance of noninstructional duties. Students not working with the Therapist are not productively engaged in learning. Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time. The objectives of the session are not related to the students IEP</p> <p>Basic: Some instructional time is lost because routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are only partially effective. Students in only some groups are productively engaged in learning while unsupervised by the teacher. Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision. The objectives of the session are partially related to the IEP</p> <p>Proficient: Little instructional time is lost because of routines and procedures for transitions, handling of supplies, and performance of noninstructional duties, which occur smoothly. Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the therapist. Volunteers and paraprofessionals are productively and independently engaged during the entire class. The objective of the lesson are 80% related to the IEP</p> <p>Distinguished: Students contribute to the seamless operation of routines and procedures for transitions, handling of supplies, and performance of non-</p>	<p>Unsatisfactory: Much instructional time is lost because of inefficient routines and procedures for transitions, managing supplies, and performance of noninstructional duties. Students not working with the Therapist are not productively engaged in learning. Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time. The objectives of the session are not related to the students IEP</p> <p>Basic: Some instructional time is lost because routines and procedures for transitions, managing supplies, and performance of noninstructional duties are only partially effective. Students in only some groups are productively engaged in learning while unsupervised by the teacher. Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision. The objectives of the session are partially related to the IEP</p> <p>Proficient: Little instructional time is lost because of routines and procedures for transitions, managing supplies, and performance of noninstructional duties, which occur smoothly. Classwork and/or small-group work is well organized, and most students are productively engaged in learning while unsupervised by the therapist. Volunteers and paraprofessionals are productively and independently engaged during the entire class. The objective of the lesson are 80% related to the IEP</p> <p>Distinguished: Students contribute to the seamless operation of routines and procedures for transitions, managing supplies, and performance of non-</p>

<p>instructional duties. Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity. Volunteers and paraprofessionals make a substantive contribution to the classroom environment. The objective of the lesson is 100% related to the IEP and goes beyond the IEP</p>	<p>instructional duties. Classwork and/or small-group work is well organized well organized, and students are productively engaged at all times, with students assuming responsibility for productivity. Volunteers and paraprofessionals make a substantive contribution to the classroom environment. The objective of the lesson is 100% related to the IEP and goes beyond the IEP</p>
<p>2E: Organizing Physical Space: All</p> <p>Unsatisfactory: The Therapy room is unsafe or learning is not accessible to some students. The furniture arrangement hinders the learning activities, or the teacher makes poor use of the physical resources.</p> <p>Basic: The therapy room is safe, and at least essential learning is accessible to most students. The therapist uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.</p> <p>Proficient: The therapy room is safe, and accessible to all students. Therapist uses physical resources skillfully and the furniture arrangement is a resource for learning activities.</p> <p>Distinguished: The therapist room is safe and students themselves ensure that all learning is equally accessible to all students. Both therapist and students use physical resources easily and skillfully, and adjust the furniture to advance their learning.</p>	<p>Unsatisfactory: The virtual/physical therapy room is unsafe or learning is not accessible to some students. The furniture arrangement hinders the learning activities, or the teacher makes poor use of the physical resources.</p> <p>Basic: The virtual/physical therapy room is safe, and at least essential learning is accessible to most students. The therapist uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.</p> <p>Proficient: The virtual/physical therapy room is safe and accessible to all students. Therapist uses all resources skillfully and available resources are adjusted for learning activities.</p> <p>Distinguished: The virtual/physical therapy room is safe and students themselves ensure that all learning is equally accessible to all students. Both therapists and students use all resources easily and skillfully, and make adjustments to advance their learning.</p>

*Note: All CST Evaluation Rubric items apply to in-person as well as virtual scenarios.