

Knowledge, Skills and Professional Responsibilities for Related Service Staff

ELEMENT	Level of Performance			
	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED
1. Service to Students	Is not attentive to student's needs. Makes decisions based on self-serving interests. Non-compliant IEP/Service Plan/BIP level of service for a month or more without notifying Coordinator	Attempts to meet student's needs. Makes decisions without regard to student needs. Non-compliant IEP/Service Plan/BIP level of service for a month or more with attempt to notify Coordinator	Is active in accommodating student's needs. Works to ensure that all students receive a fair opportunity to succeed such as appropriate grouping, individual sessions, Compliant IEP/Service Plan/BIP level of service throughout the school year.	Is highly proactive in ensuring that student's needs are met. Strives to ensure that students are given every opportunity to reach their fullest potential. Demonstrates an <u>extensive repertoire</u> of skills and resources in making decisions.
2. Service the school districts and ESC of Licking County	Demonstrates little to no knowledge of the LCESC Board policies and procedures and administrative expectations. Time management skills are poor. Concern with the provider's chronic absences and/or punctuality.	Has reviewed and is familiar with the LCESC policies and procedures through the LCESC Staff Manual, Related Service Handbook and Related Service Treatment Guidelines. Time management skills are minimal. Inconsistent pattern of attendance and/or punctuality.	Demonstrates knowledge and follows most policies and procedures listed in the LCESC Staff Manual, Related Service Handbook and Related Service Treatment Guidelines. Time management skills are sufficient for job responsibilities. Consistent attendance and punctuality.	Consistently and visibly adheres to policies and procedures listed in the LCESC Staff Manual, Related Service Handbook and Related Service Treatment Guidelines. Effective time management skills. Is a <u>role model</u> for related service providers. Consistent attendance and punctuality. Puts in the extra effort and time to ensure exceptional service to districts.
3. Service to Families	Provided little information about students' progress to families. (Quarterly progress reports not completed) Makes no attempt to engage family's concerns into instructional program.	Provides basic/necessary information to parents about student progress only as needed. (Quarterly progress reports, IEP and ETR reports completed.) Makes modest attempt to address family's concerns.	Provides timely information to parents about student's progress. (All documentation is completed on time) Is available to parents to address concerns via email, phone or written communication. Makes every effort to address to address family's concerns.	All documentation is completed on time with <u>regular</u> communication with families. Includes parental concerns effectively and appropriately in instructional program. Is <u>proactive</u> with communicating to parents on a regular basis.
4. Service to Profession	Engages in no professional development activities including outside PD, ESC led PD and staff meetings. Makes no attempts to share knowledge with others. Does not meet State/Federal Licensure compliance.	Participates in limited professional activities including outside PD, ESC led PD and staff meetings. Participates in limited capacity to share knowledge. Makes attempt to meet State/Federal Licensure compliance.	Participates in professional activities including outside PD, ESC led PD and staff meetings to maintain State/Federal Licensure compliance. Evidence of Integration of knowledge from professional development into instructional program. Shares knowledge with other related service providers of similar disciplines.	Participates in the <u>mentoring</u> of other Related Service Providers either formally or informally. Leads Professional activities including trainings to educate parents and other professionals <u>outside</u> of your specific disciplines. Mentors/Supervises a <u>student/CFY</u> within chosen profession.
5. Knowledge of Professional Requirements	Does not or inconsistently adhere to policies of confidentiality and privacy of verbal, written and electronic communication. (includes, emails, social media)	Follows policies regarding confidentiality and privacy or verbal, written and electronic communication.	Demonstrates knowledge of ODE and Ohio licensure laws and abides by them. Demonstrates Best Practices.	Consistently maintains high standards in adhering to ODE and Ohio licensure laws. Promotes confidentiality and privacy. Keeps updated of changes within ODE and Ohio licensure laws

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6. Interpersonal Skills	Poor attitude/inappropriate comments to situations/discussions. Lack of professionalism as determined by Administration. Repeatedly discusses other staff, administration, students or families in a negative view point (gossip)	Inconsistent attitude Professionalism is questionable. Has participated in gossip/negative discussions with other staff members.	Good and positive attitude Establishes good rapport/working relationships with staff. Demonstrates an understanding of cultural and personality differences within instructional program.	Demonstrates <u>conflict resolution</u> strategies/diffuse a difficult situation. Establishes/maintains rapport even in difficult situations. Demonstrates <u>positive qualities</u> that fosters a <u>leadership</u> role within the related service staff and ESC as a whole.
7. Communication Skills	Communications with other professionals is minimal. No evidence of consultation with teachers. Limited or no response to emails/texts/phone calls During conversations and meetings, demonstrates little understanding of individual student's needs.	Inconsistent communication with other professionals. Inconsistent consultations with teachers. Email, texts and phone messages are returned yet, delayed without reason. During conversations and meetings, demonstrates basic understanding of student's needs.	Communicates often with other professionals. Frequent consultations with teachers. Emails, texts and phone messages are returned in a timely fashion. During conversations and meetings, demonstrates a solid understanding of the student's needs.	<u>Consistently</u> communicates with other professionals. <u>Consistent</u> consultations with teachers. <u>Initiates</u> regular communication through emails, phone and texting. During conversations and meetings, demonstrates significant understanding of individual student needs verbally and in written reports.
8. Oral and Written Language	Spoken or written language contains too many grammar and syntax errors. Student needs are not addressed in written reports. IEP/ETR(written) reports are incomplete with omissions noted.	Spoken or written language contains occasional grammar and syntax errors. Student needs are not described effectively and could lead to confusion. ETR/IEP (written) reports are completed but are not in compliance with state standards. (IEP compliance has less than 50% of areas met according to the IEP checklist)	Reports are written with no grammar and syntax errors. Student needs are described with some professional terminology but difficult to understand for the non-service provider. ETR/IEPs are completed and are partly in compliance with state standards (IEP compliance has between 50 % and 75% of areas met according to the IEP checklist)	Written reports include <u>explanations and descriptive examples</u> to describe professional terminology. Reports provide <u>the just right amount of information</u> to reach the goal of the report. (ie. Qualify for service, report progress, etc) ETRs and IEPs are in compliance with state standards (IEPs are in 100% compliance)
9. Knowledge of Students	Displays minimal knowledge of developmental levels and disabilities of students.	Displays general knowledge of developmental levels and disabilities of students.	Displays a solid understanding of developmental levels and disabilities of students. Displays a solid understanding of how disabilities impact student performance, behaviors and attitudes.	Takes into account developmental levels and disabilities of individual students. Utilizes this knowledge to create meaningful and realistic opportunities and to <u>differentiate instruction</u> according to the individual needs of your students.

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10. Evaluation (if applicable)	Administers inappropriate tests/clinical observations to assess a student's abilities. Quality of information included in the report is insufficient to determine eligibility. Interpretation of the evaluation results is not clear or understandable. <input type="checkbox"/>	Provides adequate information to determine eligibility for services. Information on the report is sometimes incomplete or too wordy Evaluation methods are appropriate yet limited. Time requirements are not met. Eligibility is determined on either standardized testing or clinical observation/reasoning alone. <input type="checkbox"/>	Information is effective to determine eligibility for service. Content of report is clearly written and understandable. Time requirements are met however inconsistent. Evaluations methods are appropriate and include both standardized testing and clinical observations/reasoning. <input type="checkbox"/>	Reports are comprehensive, researched, well written, and easy to interpret for all team members (including parent). <u>A variety of assessment methods are used including clinical observations/reasoning</u> to address the underlying cause of the initial concern. Results are communicated with a meaningful understanding. Time requirements are consistently met. <input type="checkbox"/>
11. Attendance	Frequent absences are affect the delivery of service. Tardiness is noted on a regular basis. <input type="checkbox"/>	Pattern of absences however, the delivery of service is maintained. Is on time for work each day. Occasionally late for meetings. <input type="checkbox"/>	Few absences with no effect on the delivery of service. Is on time for work and meetings each day. <input type="checkbox"/>	Maintains good attendance and is on time for work and meetings each day. <input type="checkbox"/>
12. Supervision (if Applicable for OTA and PTA)	Does not provide any evident supervision of Assistants <input type="checkbox"/>	Adheres to state licensure requirements for supervision of Assistants <input type="checkbox"/>	Maintains an effective therapist/Assistant relationship. <input type="checkbox"/>	Provides a strong therapist/assistant relationship that encourages sharing of knowledge, techniques and strategies between both therapist and Assistant. <input type="checkbox"/>

Standards of Professional Proficiency

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Standard 1 Assessment	Areas of assessment are not reflective on the planning form. Assessment is not appropriately conducted according to professional and ethical standards.	Areas of assessment are linked to the planning form. Assessment includes either clinical observations or standardized assessments but not both.	Areas of assessment are directly linked to the planning form. Assessment includes both clinical observations and standardized assessments.	Clinical observations and standardized assessments directly linked with the suspected areas of disability. Evidence of clinical reasoning is noted during the assessment with adjustments performed as needed. The just the right amount of clinical observations and standardized assessments are administered.
Standard 2 Direct Intervention Implementation	Unsafe and unorganized treatment sessions. Activities not aligned with student's needs as identified on ETR. There is little evidence of a theoretical foundation. (therapeutic activity) Directions are unclear, incoherent and are generally ineffective in the students understanding. One instructional material/ resource is provided.	Unorganized treatment implementation. Activities inconsistently aligned with student's needs as identified on the ETR. There is little evidence of a theoretical foundation. (therapeutic activity) Directions are developmentally inappropriate leading to student confusion. A variety of material/resources are provided but may not meet the individual's student learning styles or needs to actively engage in interventions.	Implements appropriate and safe treatment techniques. Activities are directly related to specific areas of need as identified on the ETR. Interventions are based on a theoretical foundation .(therapeutic activity) Directions are clear and accurate and developmentally appropriate. A variety of material/resources are provided and meet the needs of a student's learning style and actively engages student.	Able to engage student during treatment sessions with noted functional <u>carryover</u> into the classroom. Activities are directly related to specific areas of need as identified on the ETR. Interventions are based on a clear and solid theoretical foundation. (therapeutic activity) Directions are provided to encourage independent, creative and critical thinking. A variety of material/resources are provided and meet the needs of a student's learning style and allow student to lead/own their interventions.
Standard 3 Direct Service Documentation	No documentation is completed or is missing significant components. Documentation does not reflect treatment goals. No data documented on student goals.	Documentation is not always completed in a timely manner. Documentation inconsistently reflects treatment goals. Data is documented inconsistently.	Maintains documentation in a timely manner. Documentation reflects appropriate treatment goals. Data is documented with each interaction with the student.	Clear and concise documentation that reflects treatment session. Documentation reflects treatment goals and completed to or exceeds the LCESC standards. All documentation is completed on or before due date. Data is interpreted to guide interventions consistently.

Signatures

Related Service Staff Signature

Date

Related Service Coordinator Signature

Date

Team Leader if Applicable

Date

Comments Attached: YES NO

Note: The Related Service Staff signature on this form represents neither acceptance nor approval of this report. It does, however, indicate that the Related Service Staff has reviewed the report with the evaluator and may reply in writing.

With any areas that are INEFFECTIVE, an improvement plan will be implemented to address the area. An improvement plan may also be provided if three or more areas are below skilled.

No final rating will be provided with this evaluation.

Related Service Staff Evaluation Form

Related Service Staff Name: _____ School Year: _____

Position: _____

Evaluator's Name: _____ Site: _____

Date: _____ Time: _____

Summary of Evaluation:

Reinforcement:

Refinement: